

DOCUMENT RESUME

ED 298 099

SP 030 504

TITLE Report Card on School Reform. The Teachers Speak.
INSTITUTION Carnegie Foundation for the Advancement of Teaching.
REPORT NO ISBN-0-931050-34-0
PUB DATE 88
NOTE 90p.
AVAILABLE FROM Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 (\$5.00).
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Achievement; *Academic Standards; *Educational Change; Educational Environment; *Educational Objectives; Inservice Teacher Education; *Participative Decision Making; Politics of Education; School Community Relationship; Secondary Education; State School District Relationship; *Teacher Attitudes; Teacher Salaries; *Teaching Conditions

ABSTRACT

A comprehensive survey was conducted seeking the opinions of 40,000 secondary school teachers on the impact of school reform proposals. Over 13,500 teachers returned questionnaires, for a response rate of 33.9%. In this report an evaluation is presented of the school renewal movement drawn from the perspective of the teacher. The survey included questions on: (1) school goals; (2) student achievement and academic requirements; (3) flexible programs and scheduling; (4) school climate and resources; (5) student testing; (6) school autonomy; (7) teacher salaries; (8) inservice education; (9) teacher participation in administrative decisions; (10) working conditions of teachers; and (11) community and parental support. Summaries of responses nation-wide are displayed in graphs and state-by-state summaries are presented in 55 tables. (JD)

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REPORT CARD ON SCHOOL REFORM

THE TEACHERS SPEAK

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THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

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ISBN 0-931050-34-0

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Report Card on School Reform

In September 1983, The Carnegie Foundation issued a report on secondary education in America.* At that time, we concluded that to prepare students for the transformed world they will inherit, a comprehensive school improvement program must be launched. "It is in the public schools that this nation has chosen to pursue enlightened ends for all its people," we said. "And this is where the battle for the future of America will be won or lost."

During the past five years, this nation has been engaged in the most sustained drive for school renewal in its history. Governors have placed education at the top of their agendas. Corporate leaders have, for the first time, argued vigorously on behalf of public schools. And federal involvement in the education debate has become increasingly intense.

But what has been the impact on schools and classrooms across the country? What improvements have occurred in the conditions for teachers and in the learning opportunities for students? Are the large hopes of the reform movement being adequately fulfilled?

Since 1983, Carnegie Foundation representatives have visited dozens of school districts, talked to hundreds of teachers, and attended scores of state, regional, and national meetings.

*Ernest L. Boyer, *High School: A Report on Secondary Education in America* (New York: Harper & Row, 1983).

As consultants, we have examined, firsthand, the education systems of several states.

Most recently, we surveyed more than 13,500 teachers to find out how they feel about school reform. After all, teachers have a unique vantage point from which to evaluate education. The relationship between the teacher and the student is the heart of education, and only when improvements reach the classroom will excellence be achieved.

The first and most revealing question we asked teachers was this: "If you were to give a grade to the reform movement, what would it be?" We were surprised to discover that the vast majority of teachers—nearly 70 percent—said the national push for school reform deserves a "C" or less. One teacher out of five gave the reform movement a "D" or "F".

A close examination of *all* data covering a wide range of issues—from school goals to the working conditions of teachers—reveals a mixed report card. In this report, we evaluate the school renewal movement within the framework of our 1983 study, drawing especially on the perspective of the teacher.*

SCHOOL GOALS

First, the goals of education. Five years ago, we said that, to be effective, a school must

*Charts and tables portraying national and state-by-state summaries of the data are in Sections II and III.

have a clear and vital mission. Students, teachers, administrators, and parents should have a shared vision of what, together, they are trying to accomplish. This vision must be larger than a single class in a single day, go beyond keeping students in school and out of trouble, and be more significant than keeping track of students' courses. Further, academic expectations should be high, and the principal should be viewed as key educator and inspired leader.

The reform movement has, we found, had a positive impact on these priorities. School goals are being clarified, expectations for students are going up, and principals increasingly are fulfilling a leadership position. Specifically, our data show:

- *More than three-quarters of the teachers surveyed said goals at their school are more clearly defined today than they were five years ago.**
- *Almost three-fourths reported expectations for students have gotten better.*
- *More than half said the leadership role of their principal has improved.*

Clearly, the school reform movement has sparked a lively debate about objectives, and there is, it appears, a growing consensus about what the nation's schools should accomplish. School reform should continue to focus on the purposes of education.

Specifically, this nation must reaffirm equality of opportunity, unequivocally, and give it meaning in every classroom. We must proceed with the conviction that students, even

*Survey results for each question reflect the answers of those teachers who expressed an opinion.

those from the most difficult backgrounds, can academically and socially succeed. The goal should be quality for all.

STUDENT ACHIEVEMENT AND ACADEMIC REQUIREMENTS

In the 1983 Carnegie report on secondary education, we said that all students should be taught to think critically, listen with discernment, and communicate with power and precision. Every student must become proficient in the written and the spoken word. Those who do not are enormously disadvantaged, both in and out of school. The nation's schools should, we believe, give priority to language.

There has been enthusiastic response to the call for proficiency in language. The number of English and literature credits required for graduation has increased; writing-across-the-curriculum has become a widely endorsed idea; and "literacy" is now a national crusade. Further, teachers report that the language and computational achievement levels of their students have improved. Here's what our survey found:

- *About two-thirds of the teachers said student achievement has gone up in each of three subjects: math, reading, and writing.*
- *Only slightly more than 10 percent reported a decline in achievement in these basic subjects.*

Our report also called for a core of common learning—a program in literature, the arts, foreign language, history, civics, science, mathematics, technology, and health—to extend the basic knowledge of students and broaden their perspective. Students, we said, should be well

informed, but they also should be able to bring together information from across the disciplines, organize their thoughts, and use knowledge wisely.

Again, progress has been made. Since 1983, graduation requirements have been tightened in forty-five states. And teachers overwhelmingly report that the academic core at their schools has been tightened:

- *More than four in five teachers reported an increase in the core courses required for graduation.*
- *About three-quarters said science and math requirements have increased.*
- *More than half said requirements in English have gone up.*

These are impressive gains, but rejoicing should be muted. Curriculum reform has been more quantitative than creative and there has been a disturbing tendency to focus on course labels, rather than on content. In most schools, the K-12 curriculum still lacks clarity and coherence. Courses in science, English, social studies, and mathematics have been added, but more credits have not necessarily meant more learning.

Further, there is still a tendency to focus only on isolated facts. In many classrooms, little effort is made to connect separate courses or to help students see relationships between academic work and day-to-day experiences. Raising course requirements, without providing support, is especially harmful to disadvantaged students. Indeed, despite the reforms of the past half-decade, high dropout rates persist in most inner-city schools.

Isn't it ironic that five years after the National Commission on Excellence in Education said, "The nation is at risk," we are still talking about what students do not know? Isn't it time for master teachers and research scholars to come together—in a kind of peacetime Manhattan Project on the school curriculum—to design, for optional state use, courses in language, history, science, and the like, and to propose ways to link school content to the realities of life?

COMMUNITY SERVICE

Beyond the classroom, we recommended, in 1983, that every high school student complete a 'new Carnegie unit'—a service term involving volunteer work at school or in the community. This proposal sprang from the observation that many young people are socially adrift, that there is a feeling of isolation in too many schools, and that students see little connection between the classroom and the world beyond. The goal of the new service unit is to help students discover that they are not only autonomous individuals, but also members of the larger community to which they are accountable.

During the past five years, many schools have embraced the community-service idea. In a 1985 Carnegie Foundation survey of more than 1,100 public and private high schools, more than 70 percent reported a service program in which students worked on projects in their schools and communities. For example, all students in the Atlanta public schools are required to participate in a service project; Vermont has a statewide student-service program, and, recently, the State of Pennsylvania proposed a community-service requirement.

A service term helps build community and common purpose within the school. In the end, the goal is to teach values—to help students understand that to be fully human one must serve.

NEW PROGRAMS, NEW SCHEDULES

Five years ago, we urged greater flexibility in education. Teachers, we said, should be able to adjust quickly to new conditions, and school scheduling should fit a variety of purposes. Schools, we said, should introduce flexible programs and calendar arrangements to serve special groups of students.

This feature of the reform movement has had a good beginning. For example, the national Coalition for Essential Schools, a movement that gives top priority to flexibility in innovation, has been formed. And, in our own survey, teachers report encouraging trends, nationwide. Here are the findings:

- *Three teachers in five said special programs for disadvantaged students at their schools have improved; only 10 percent reported that such programs have gotten worse.*
- *Fifty-eight percent said programs for gifted students have improved.*
- *More than four teachers in ten reported improvements in pre-kindergarten programs.*
- *About a third said after-school enrichment programs at their school are better today than they were five years ago.*

We applaud these gains.

Still, the push for flexibility has just begun. As now constituted, the school calendar often does not mesh with student needs. Those who

work part-time or must care for a baby, for example, frequently are tripped up by the rigid academic lockstep.

Further, many schools are too big and too impersonal, promoting a climate of anonymity among students. Today's young people often have few positive relationships with adults, and many students, especially those in urban schools, drop out because no one noticed that they had, in fact, enrolled.

In the next phase of reform, more attention should be given to school size and flexible scheduling arrangements. For example, large schools, especially those in inner cities, should be divided into clusters of no more than 450 students each so that all students can be well known to each other and to teachers. Students need mentors, in and out of school, older people who serve as role models for both educational and social growth. Greater flexibility in school scheduling is essential. The system should serve the student, not the other way around.

SCHOOL CLIMATE AND RESOURCES

A creative atmosphere for learning is crucial, too. Expectations must be high, standards clear, evaluation fair, and students should be held accountable for their work. Technology should be an effective tool for teaching, and, above all, schools need adequate fiscal resources to carry on their work.

In these areas, the reform movement is moving in the right direction. For instance, our survey found:

- *Fifty-eight percent of the teachers said their schools are doing a better job in tailoring instruction to student needs.*
- *About three-fourths said the use of technology for teaching has improved.*

- *About three teachers in five said textbooks and other instructional materials are better today than they were in 1983.*
- *Forty-two percent said the orderliness of classrooms has improved.*
- *On the downside, about 22 percent said their classrooms suffer from more distractions today than in 1983; 27 percent said there are fewer interruptions.*
- *Nearly four teachers in ten said they believe the fiscal resources available to their school have declined during the past five years.*

While some progress has been made in the climate for learning, there is disturbing evidence that, at many schools, the focus continues to be on memorization and recall. Textbooks still control curriculum in the nation's schools. Too little attention is paid to individual differences among students. Also, there is great passivity in the classroom where often the most frequent question asked is: "Do we have to know this for the test?"

If students are to excel, they must be engaged actively in learning. The mastery of subject matter is essential. But unless students are creative, independent thinkers, unless they acquire the tools and motivation to go on learning, prospects for excellence will be enormously diminished.

Especially troubling is the fact that, according to teachers, the fiscal health of schools has gone down; indeed, only about one-third said school resources have increased. We find it particularly unsettling that, with all the talk about reform, the shocking inequities in school finance from district to district have not been seriously addressed.

If excellence in education is to become a reality, this nation must examine the financing formulas for public schools and make available to principals and teachers—especially those in the most disadvantaged districts—the money required to educate effectively all students.

STUDENT TESTING

In *High School*, we called for a comprehensive program of student evaluation, one that would enrich, rather than trivialize, the goals of education. Tests, we said, should measure academic achievement as well as give guidance to students.

What has happened since 1983?

Progress in student assessment has, we believe, been marginal at best. During the past five years, parents and politicians have, quite properly, wanted to know if the nation's more than \$150 billion annual investment in public education is paying off. In response, a plethora of testing measures has been introduced at the state and district levels, and there is even talk of a national examination. Indeed, this move to measure student progress nationwide has been one of the most remarkable outcomes of the school reform movement. Further, our teacher survey reveals a dramatic increase in testing in local schools. Here is what the data show:

- *Sixty-three percent of the teachers reported that at their school achievement testing has increased as a result of state or district regulations.*
- *Half the teachers said the use of tests for graduation or promotion has gone up.*

But there is something troubling—even paradoxical—about these findings. We are disturbed

that testing instruments are crude and often measure that which matters least. Accountability is essential, and some tests are useful. The Iowa Tests, for example, have provided, for many years, a base line of student achievement, and the National Assessment of Educational Progress holds promise.

Still, education cannot be reduced to numbers. Multiple-choice questions, for example, do not reveal the critical thinking or problem-solving capacities of students. Such tests do not measure aesthetic, altruistic, or social intelligence. If the reform movement is to succeed, educators must design better instruments of evaluation—ones that expand, rather than restrict the potentiality of students.

First, language, mathematics, and computational skills should be measured to verify that young children have mastered the basic tools of learning. Second, general education examinations are needed to measure, at the secondary level, knowledge in such areas as science, civics, literature, history, and geography. Third, all high school seniors should write a thesis on a consequential topic to determine their capacity to think critically and integrate ideas. Finally, students should keep a portfolio of academic progress and service projects to evaluate aesthetic sensitivity, creativity, and problem-solving abilities.

To develop a model assessment program, a national panel should be established—organized, perhaps, by the Education Commission of the States, the six regional accrediting associations, and the Council of Chief State School Officers.

In the end, what we test is what we teach. Finding better ways to evaluate students is one of the most essential challenges the reform movement now confronts.

SCHOOL AUTONOMY

Principals and teachers too often are caught in a bureaucratic web. They frequently are preoccupied more with paperwork than learning. Five years ago, we said that excellence in education means giving more authority to the principal and more empowerment to teachers. States, we said, should establish general standards and provide support; they should not be overly prescriptive.

Recently, some schools have gained more authority. We note with satisfaction agreements reached between teachers and district officials in Miami, Florida; Rochester, New York; and Hammond, Indiana. In these bold projects, teachers have been given wide latitude to direct the educational programs at their schools.

Still, these moves are the exception, not the rule. Indeed, the reform movement has been driven by outside regulation, and our survey reveals that, today, teachers are encountering *more* red tape and *more* political interference. The bureaucracy in big-city schools is especially distressing. Principals and teachers in these districts often find themselves scrounging for chalk and paper clips while being bombarded with a steady flow of procedural directives. Here is the picture:

- *About three teachers in five said political interference in education has increased during the past half-decade; only 4 percent reported that such interference has declined.*
- *Fifty-seven percent reported that overall state regulation of local schools has increased.*

- *More than half the teachers said they have more bureaucratic paperwork today than they did five years ago; only 8 percent said they have less*

To achieve excellence, educational leadership should be school-based. The time has come to move reform activity from district and state officials to principals and teachers. But the local school also must be held accountable. It must demonstrate that the school is well led and that effective learning has occurred. Current assessment procedures often make a mockery of evaluation. Principals and teachers are all too frequently kept busy reporting on administrative activity, not the educational outcomes of students.

Intervention procedures also are required. If, after a reasonable period, a school fails to meet objectives, appropriate officials should intervene. The range of such intervention could include professional consultation, replacement of the principal, more resources, or even the closing of the school.

SALARY AND JOB SECURITY

Five years ago, we observed that the teaching profession is threatened by the lack of a career ladder and the leveling off of salaries. We found that to "get ahead" in teaching, you must leave it. We said then that a career path for teachers should be developed and that teacher salaries should increase 25 percent during the next three years.

Progress is impressive. Salaries have, in fact, increased about 40 percent during the past five years. Further, several states have introduced merit-based programs to recognize and reward teachers. And, in our survey, teachers

report gains in both compensation and job security. The findings are these:

- *Three teachers in five agreed that salaries have gotten better since 1983.*
- *One teacher in four said job security has increased; about 60 percent reported that it has remained the same.*
- *Twenty-six percent said career ladder options have increased at their school.*

Here again, the task is far from finished. To attract bright students to the profession, and to hold dedicated teachers in the ranks, salaries must be adequate, and prospects for recognition and mobility must be strengthened. We recommend that the rank of "master teacher" be established and that gifted teachers be given leadership positions in the school and receive special compensation in recognition of their work.

TEACHER RENEWAL

Teaching is a grueling, thankless job. Most people who criticize teachers could not long survive in many of the nation's schools. There are inept teachers, to be sure, and the teaching profession should move vigorously to police itself. But if we want better schools, this nation must find ways to identify great teachers and give them the recognition and the opportunities for renewal they deserve.

According to teachers, inservice education has gotten better. But special awards and summer fellowships have remained the same, and money for innovative ideas and teacher travel has declined. Specifically, our data show:

- *About half the teachers said inservice education has improved during the past*

five years: about one-third reported it has remained unchanged

- *Seventy-one percent said special awards for teaching have either not changed or gotten worse.*
- *Three-fourths agreed that summer fellowships for teachers have remained the same or diminished.*
- *About seven teachers in ten said money to support innovative ideas has not improved.*
- *Eighty-seven percent said money for teacher travel has not gotten better.*

We cannot expect a teacher trained twenty years ago to prepare students to live forty years into the future without a systematic program of renewal. In other professions—medicine and law—such programs are assumed. Further, teacher recognition at the district level is required, and money should be available at the local school to support innovative ideas and make it possible for teachers occasionally to travel to professional meetings.

But we also need new federal legislation to establish teacher institutes in every region of the country and provide fellowships to teachers from all fifty states. The measure also could include a "distinguished teaching fellows" program, allowing master teachers to move from school to school, holding seminars with colleagues. In addition, aid should be available to students who agree to teach in public schools, and we also need summer institutes for high school students who plan to enter the profession.

TEACHER INVOLVEMENT

During our research five years ago, teachers told us time and time again they feel powerless.

They have, they said, little involvement in the shaping of curriculum, school schedules, goals, or rules. We concluded, in 1983, that if good teachers are to remain in the classroom, they must be regarded as professionals. Teacher empowerment is essential.

We believe the gains in decision-making deserve a better-than-average grade. For example, our national survey revealed:

- *Nearly three teachers in five said their participation in setting school goals has improved; 11 percent said it has gotten worse*
- *Slightly more than half the teachers said their involvement in shaping the curriculum has improved. 10 percent said it has declined.*
- *Fifty-three percent agreed that participation in selecting textbooks and other instructional materials has improved.*

A school, to flourish, must have an environment in which people work together. In such a setting, teachers stay in touch with current practices, and administrators involve teachers in school leadership. In the end, it is students who benefit when teachers are made full partners in the process.

WORKING CONDITIONS OF TEACHERS

Many people think teachers have soft, undemanding jobs. Yet, when we visited schools five years ago, we found that teachers frequently have too many students, too much paperwork, and too many mindless interruptions. Teachers, we found, are expected to work miracles day after day and then often get only silence from students, pressure from the principal, and

criticism from parents. We concluded, in our 1983 report, that improving the working conditions of teachers is of paramount importance.

To improve such conditions, we urged that teachers be given at least an hour a day for class preparation and recordkeeping; that teachers be exempt from such nonteaching responsibilities as monitoring halls, lunchrooms, and recreation areas; that a "teacher excellence fund" for innovative projects be established at every school; that groups within the school, as well as those outside, sponsor recognition programs to honor outstanding teachers; and that every school establish a teacher travel fund.

On these issues, we believe the reform movement deserves a failing grade.

Schools continue to require teachers to perform menial tasks—supervising lunchrooms, policing hallways, and chaperoning students. Such assignments rob teachers of time they need for preparation and diminish their professional status, too. Further, the heavy schedule gives teachers few opportunities to share common problems with colleagues or to sustain an intellectual life.

Consider these survey responses:

- *More than a third of the teachers said that the size of their typical class has increased since 1983; only about one-fifth said class size has declined.*
- *About a third reported that they have less freedom from nonteaching duties such as cafeteria monitoring; only 21 percent said they have more freedom.*
- *Eighty percent said the time they have to spend with other teachers is the same*

or even less than five years ago; only 20 percent have more time.

- *Twenty-seven percent said they have less preparation time; only 16 percent said time for preparation has increased.*
- *One teacher in four reported that there is less private space available to them for study today than five years ago.*

Today, the teaching profession in America is still deeply troubled. While new regulations have been imposed on schools, the heart of the enterprise—the teachers—has been largely overlooked. Salaries have gone up, but working conditions have gotten worse.

Here, then, is our judgment, and it simply restates a conviction reached five years ago. In the end, the reform movement will succeed, not only through increased academic rules and regulation, but also through raising the status of those who meet with children every day. Working conditions must improve if we are to attract and hold outstanding teachers.

COMMUNITY AND PARENTAL SUPPORT

How we, as a nation, regard our schools has a powerful impact on their prospects for success, we said in *High School*. It helps determine the morale of the people who work there; it helps students calibrate their expectations; it contributes to the climate of reform.

We note with special satisfaction that the spirit of collaboration has been an outstanding feature of the reform movement. Even before 1983, governors were calling urgently for better schools. More recently, leaders from business

and industry have spoken eloquently about the importance of public education. Further, colleges and universities, convinced that all levels of education are intertwined, are establishing partnerships with schools.

Most crucial, of course, is the attitude of parents. On this important issue, teachers paint a mixed picture. While parental involvement in schools has shown a healthy gain, teachers are less enthused about the support they receive from parents and the community at large. This is what they report:

- *Forty-five percent of the teachers said cooperative arrangements with business and industry have improved, only 7 percent said such linkages have gotten worse*
- *A quarter said community respect for teachers has improved, while a like percentage said such support has declined.*
- *More than four teachers in ten reported that parental involvement in their school has improved; 19 percent said such involvement has gotten worse.*
- *About one-fourth of the teachers said parental support for teachers is better*

School improvement requires enthusiastic backing from the community it serves. Only through partnerships with higher education, with business and industry—and especially with parents—can we achieve excellence in the nation's public schools.

CONCLUSION

The past five years have been special, perhaps unique, in the history of American

education. There has been a growing consensus about school goals; the leadership role of the principal has been strengthened; achievement levels of many students has improved; and a dramatic array of partnerships with business and universities has been launched. We applaud the progress.

Gains also have occurred in matters of curriculum and testing—more academic units and more assessment of the students. But there is a special challenge in the next phase of school reform to think creatively about content. What should students know to be culturally literate in the year 2000 and beyond? And how can we measure more carefully the potential of students in areas that go beyond the recall of isolated facts?

The reform movement appears to be succeeding on another front. Improvement in teacher salaries is consequential, and the push for adequate compensation, especially for the most gifted teachers, should persist. Also significant is the progress in inservice education, a vital program that should continue to expand. Equally important is teacher involvement in setting school goals, shaping curriculum, and selecting textbooks. Clearly, all of these are moves in the right direction.

Still, we are troubled that the nation's teachers remain so skeptical. Why is it that teachers, of all people, are demoralized and largely unimpressed by the reform actions taken?

Almost forgotten is the fact that, when the renewal movement first began, teachers were sharply criticized in several states that quickly introduced teacher tests. There was a clear signal that teachers were the problem, rather than the solution, and the focus was on failure not success.

Further, the reform movement has been driven largely by legislative and administrative intervention. The push has been concerned more with regulation than renewal. Reforms typically have focused on graduation requirements, student achievement, teacher preparation and testing, and monitoring activities. But in all of these matters, as important as they are, teachers have been largely uninvolvement.

Thus, many teachers have remained dispirited, confronted with working conditions that have left them more responsible, but less empowered. They are concerned about loss of status, bureaucratic pressures, negative public image, and the lack of recognition and rewards.

Indeed, the most disturbing finding of our survey is this: Half the teachers believe that, overall, morale within the profession has substantially declined since 1983. During this period of unprecedented activity in behalf of education, 49 percent say morale has gone

down; less than one-fourth say it has gotten better.

What is urgently needed—in the next phase of school reform—is a deep commitment to make teachers partners in renewal, at all levels. It's time to recognize that whatever is wrong with America's public schools cannot be fixed without the help of those already in the classroom. To talk about recruiting better students into teaching without examining the circumstances that discourage teachers is simply a diversion.

For half a decade, governors, legislators, and corporate leaders have vigorously affirmed the essentialness of public education. School renewal must build on this foundation. The challenge now is to move beyond regulations, focus on renewal, and make teachers full participants in the process.

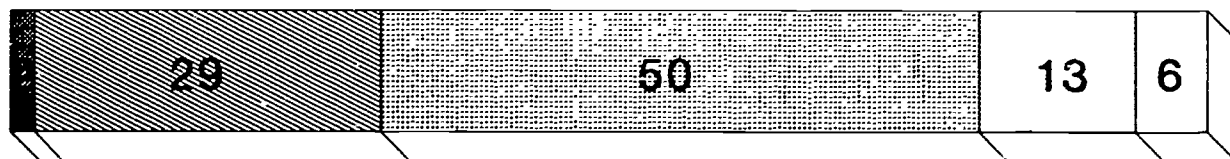
In the end, the quality of American education can be no greater than the dignity we assign to teaching.

II

Teacher Survey: National Summaries

REFORM MOVEMENT

If you were to give a grade to the education reform movement, what would it be?



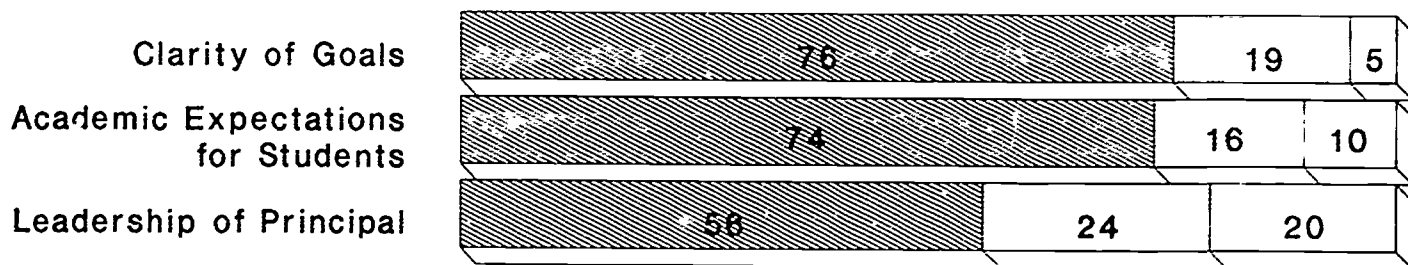
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Grade






SCHOOL GOALS

How have the following issues related to school goals changed at your school since 1983?

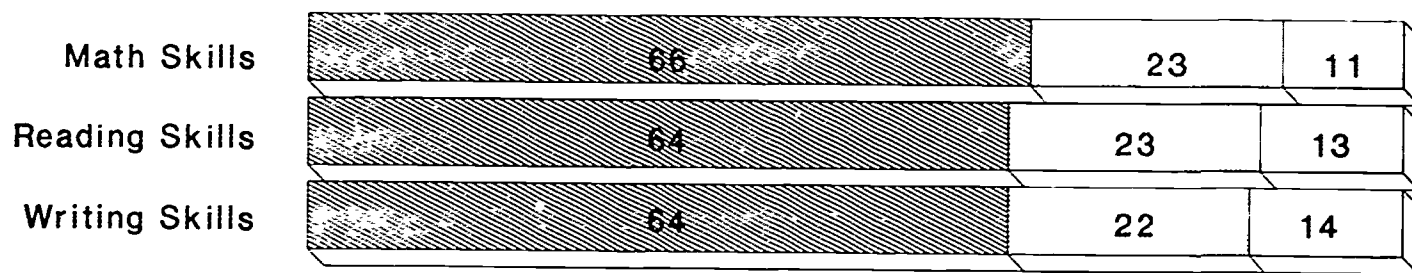


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

 *Better*  *No Change*  *Worse*

STUDENT ACHIEVEMENT

How has student achievement in basic skills changed at your school since 1983?

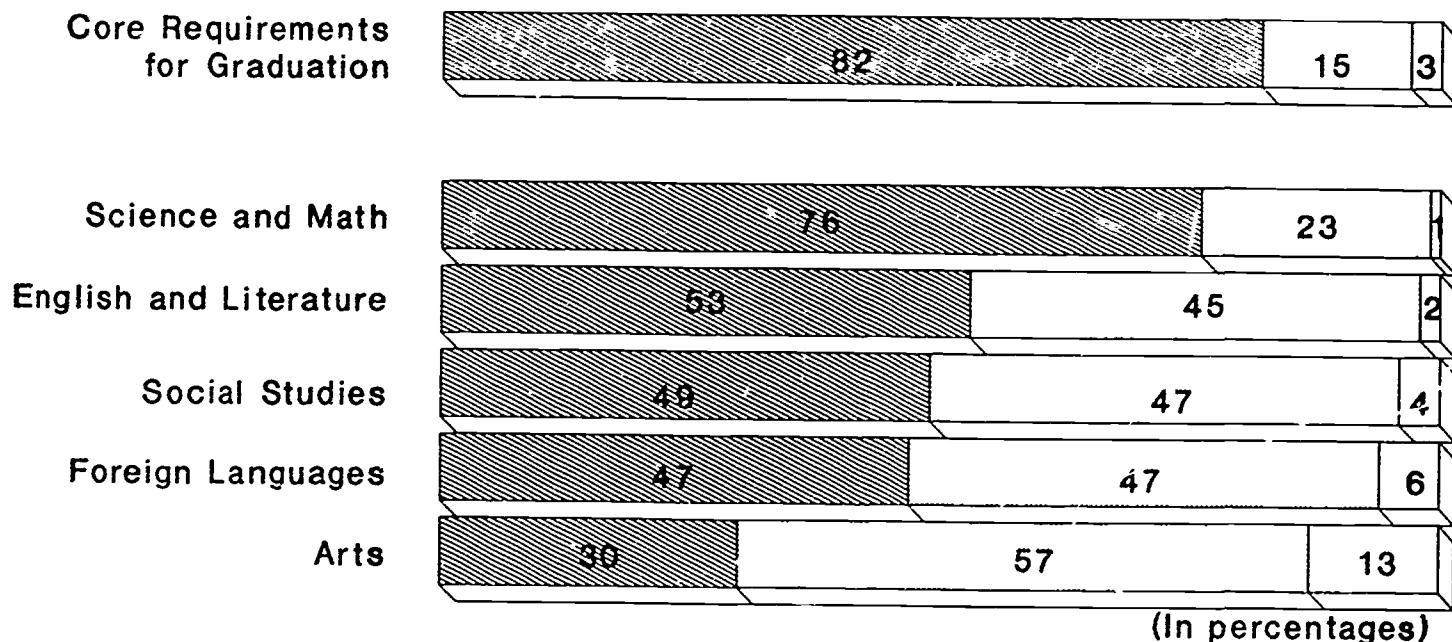


(In percentages)

 *Better*
 *No Change*
 *Worse*

ACADEMIC REQUIREMENTS

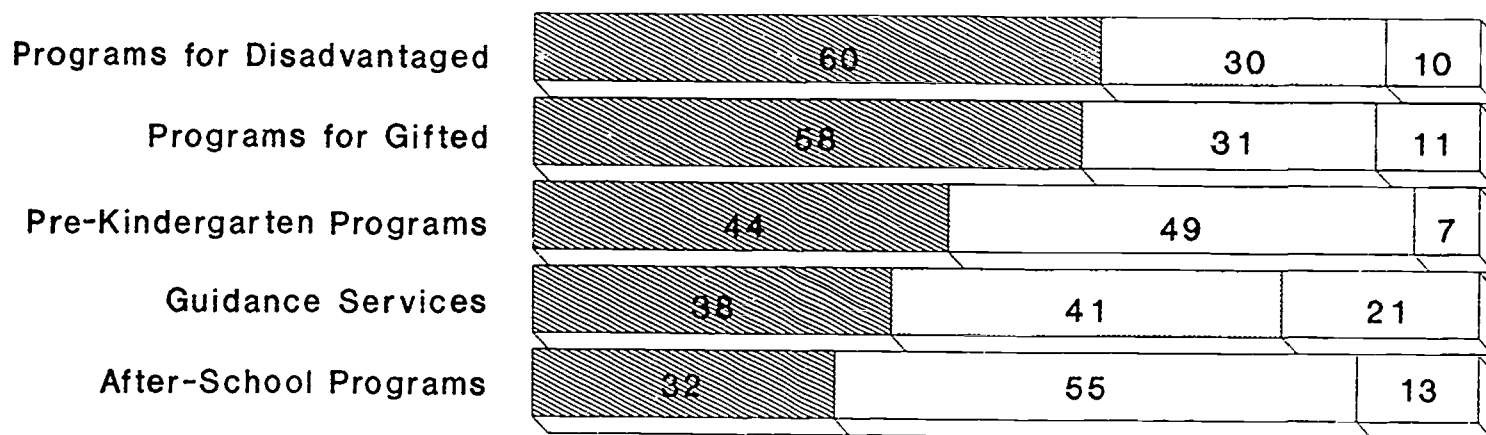
How have the following academic requirements changed during the past five years?






 *Increased*
 *No Change*
 *Decreased*

NEW PROGRAMS, NEW SCHEDULES

How have the following special programs changed at your school during the past five years?

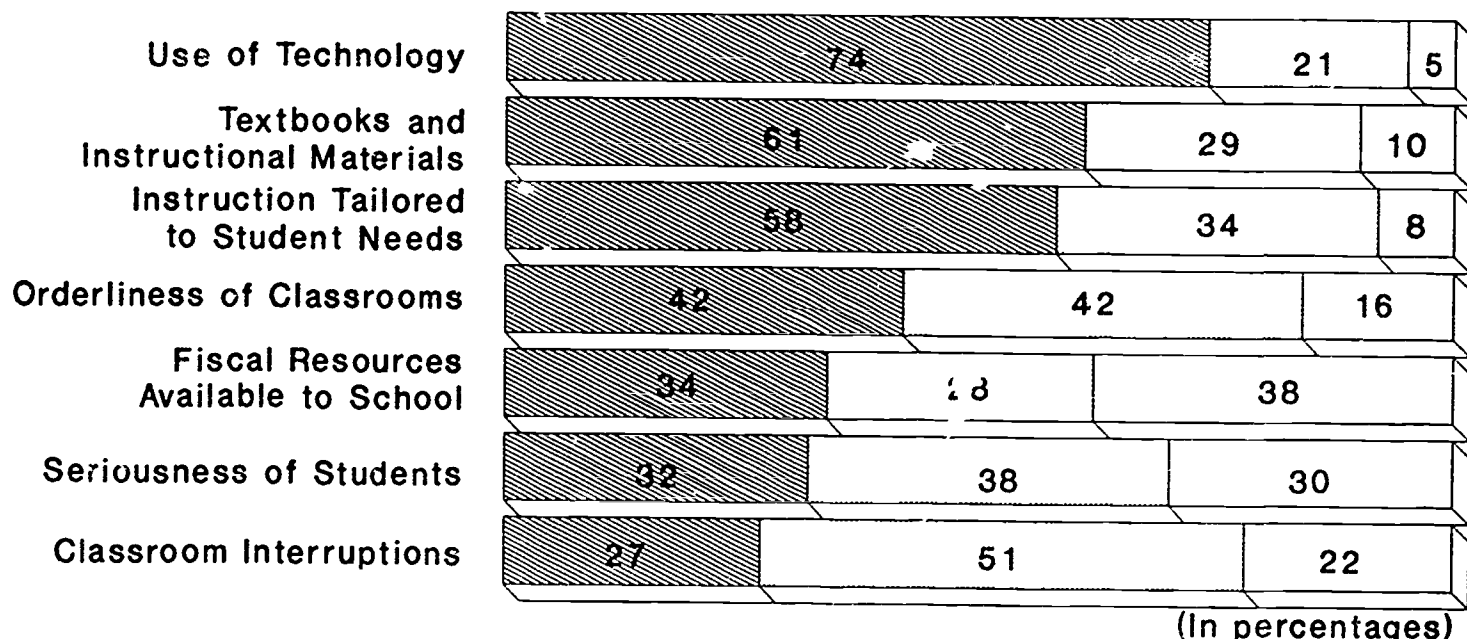





(In percentages)

 *Better*
 *No Change*
 *Worse*

SCHOOL CLIMATE AND RESOURCES

How have the following conditions for learning changed during the past five years?



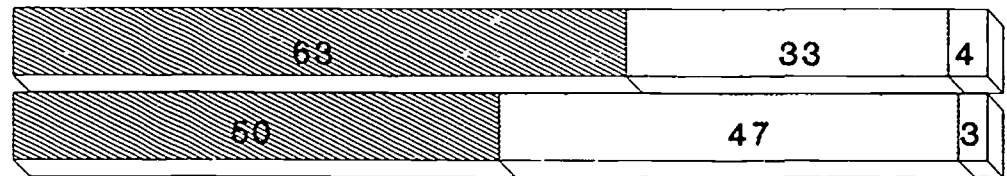
 *Better*
 *No Change*
 *Worse*

STUDENT TESTING

How has the testing of students at your school changed since 1983?

Achievement Testing

Tests for Graduation
or Promotion



(In percentages)



Increased



No Change



Decreased

SCHOOL AUTONOMY

How have the following issues related to school autonomy been changed by the reform movement?

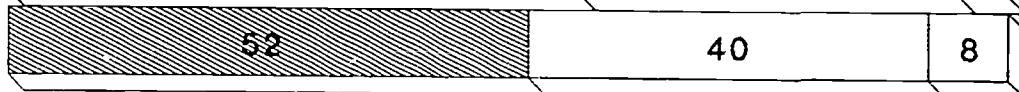
Political Interference
in Education



State Regulation
of Local School



Burden of



Bureaucratic Paperwork

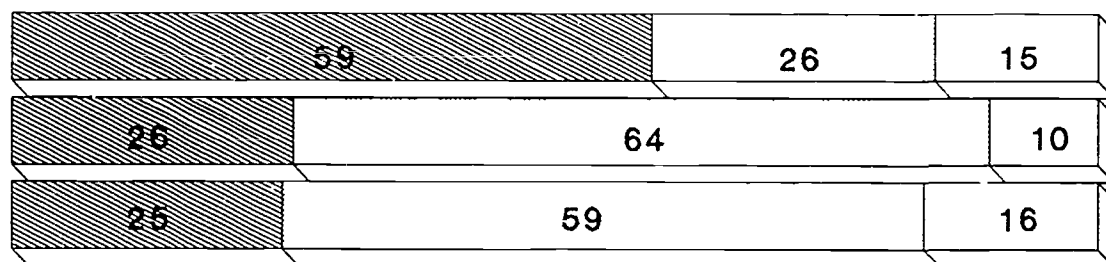
(In percentages)

 *Increased*  *No Change*  *Decreased*

SALARY AND JOB SECURITY

Based on your own experience, how have the following changed since 1983?

Teacher Salaries
Career Ladder
Arrangements
Job Security

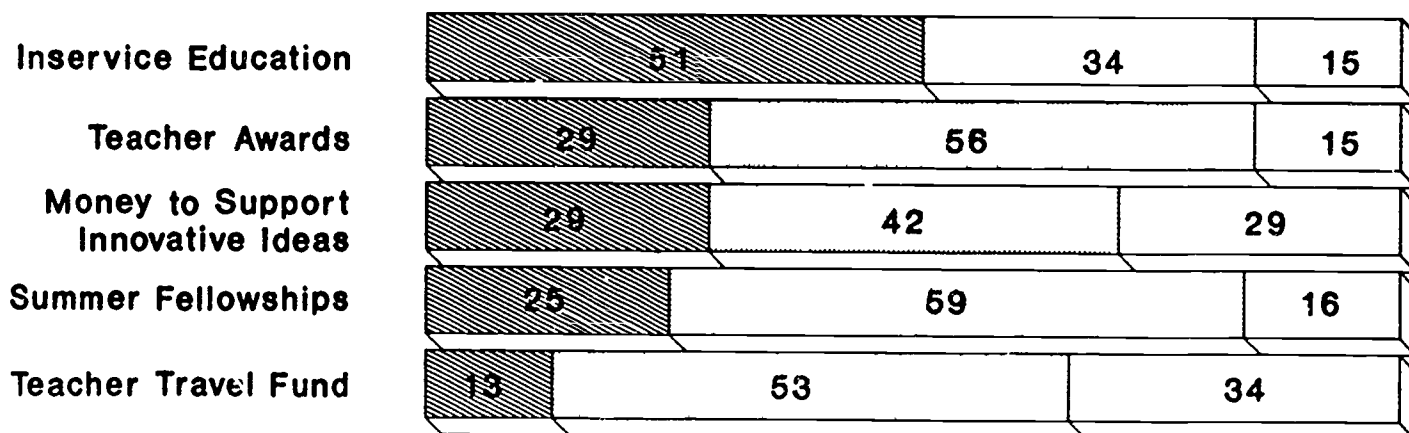


(In percentages)

 *Increased*  *No Change*  *Decreased*

TEACHER RENEWAL

Based on your own experience, how have the following been affected by the reform movement?

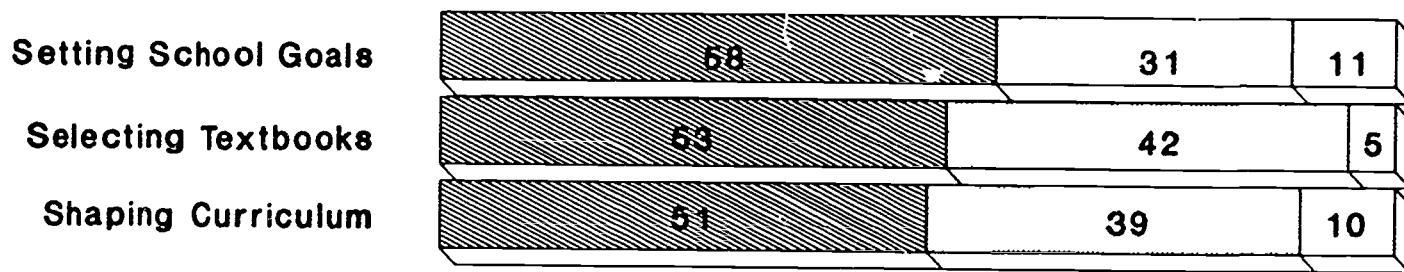


(In percentages)

 *Increased*
 *No Change*
 *Decreased*

TEACHER INVOLVEMENT

Based on your own experience, how have the following been affected by the drive to improve schools?

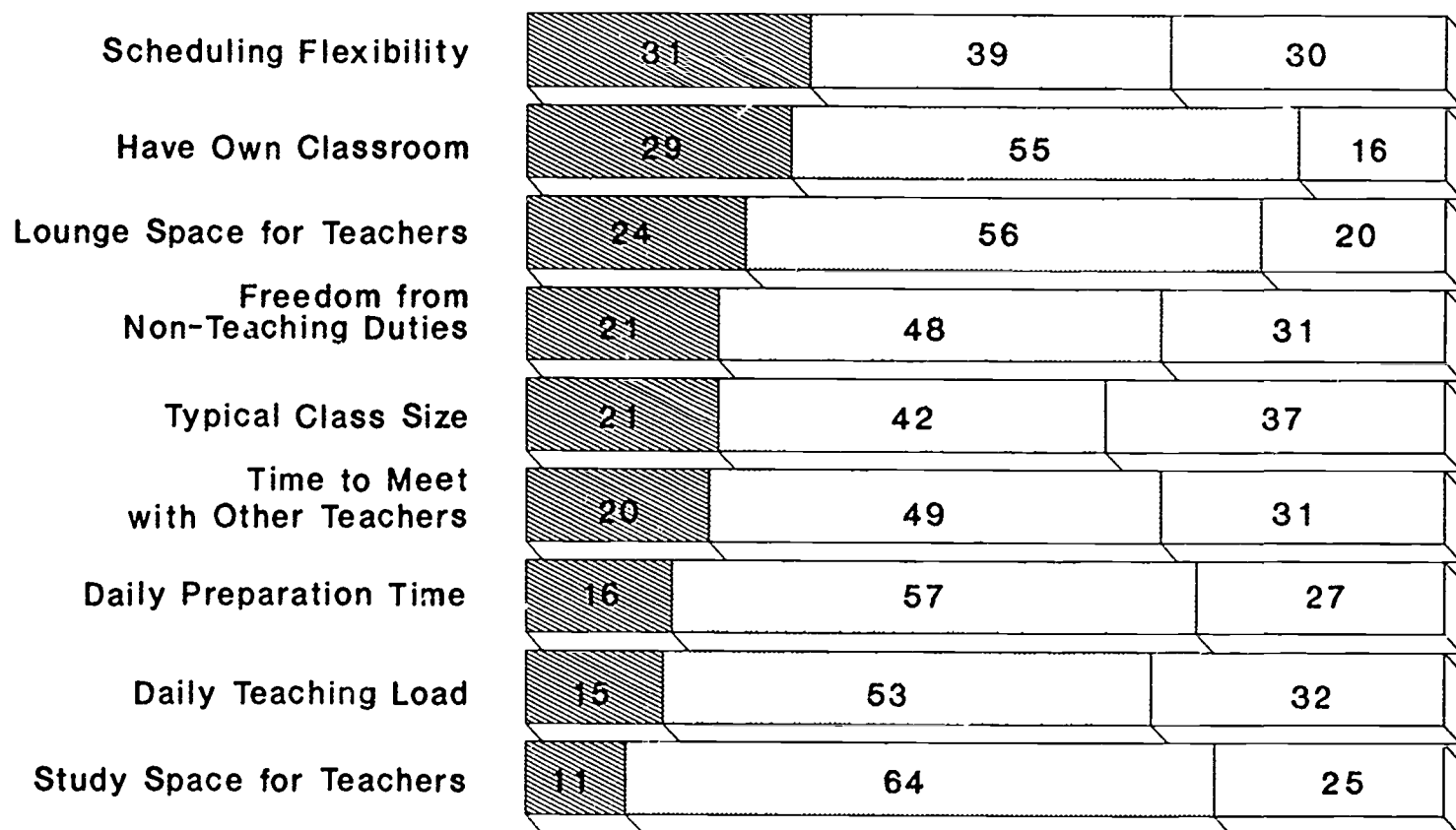


(In percentages)

 *Increased*  *No Change*  *Decreased*

WORKING CONDITIONS OF TEACHERS

How have the following working conditions of teachers changed at your school during the past five years?

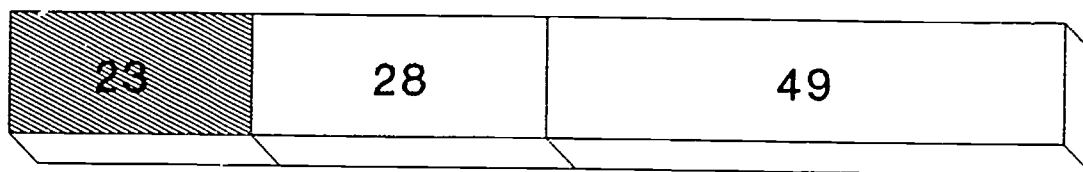


(In percentages)




Better
No Change
Worse

TEACHER MORALE

How, from your experience, has the morale of teachers changed since 1983?

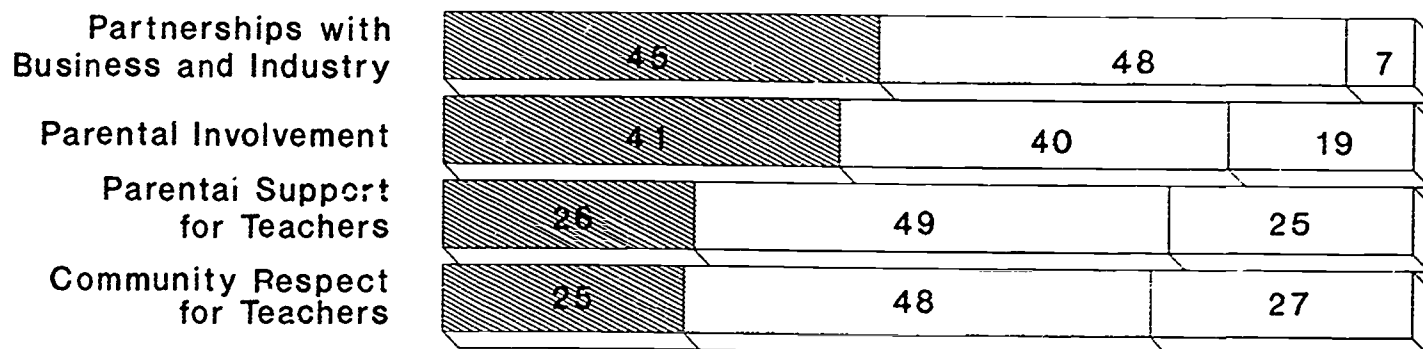


(In percentages)




 *Better*  *No Change*  *Worse*

COMMUNITY AND PARENTAL SUPPORT

Based on your own experience, how have the following changed since 1983?



(In percentages)

 *Better*  *No Change*  *Worse*

III

Teacher Survey: State-by-State Summaries

Table 1
TEACHER GRADE TO THE REFORM MOVEMENT

	A	B	C	D	F
ALL TEACHERS.....	2%	29%	50%	13%	6%
ALABAMA.....	3	34	47	11	5
ALASKA.....	1	37	46	10	7
ARIZONA.....	1	29	54	15	1
ARKANSAS.....	4	34	48	9	5
CALIFORNIA.....	2	26	52	12	7
COLORADO.....	2	30	47	16	4
CONNECTICUT.....	3	34	47	11	4
DELAWARE.....	3	29	51	12	6
FLORIDA.....	1	28	51	14	6
GEORGIA.....	5	44	39	7	5
HAWAII.....	1	34	50	11	2
IDAHO.....	4	29	46	14	7
ILLINOIS.....	0	19	50	20	11
INDIANA.....	2	26	50	16	6
IOWA.....	4	23	59	10	4
KANSAS.....	2	32	50	11	5
KENTUCKY.....	3	43	43	7	3
LOUISIANA.....	2	42	41	12	3
MAINE.....	4	27	53	13	4
MARYLAND.....	1	28	53	13	5
MASSACHUSETTS.....	2	21	51	15	11
MICHIGAN.....	2	26	51	15	6
MINNESOTA.....	1	24	52	17	6
MISSISSIPPI.....	5	40	39	10	6
MISSOURI.....	2	30	49	13	6
MONTANA.....	1	29	44	18	9
NEBRASKA.....	2	29	53	11	5
NEVADA.....	3	32	46	14	4
NEW HAMPSHIRE.....	2	28	48	15	6
NEW JERSEY.....	3	26	56	11	4
NEW MEXICO.....	1	28	53	13	5
NEW YORK.....	2	26	53	15	4
NORTH CAROLINA.....	4	31	52	6	6
NORTH DAKOTA.....	2	23	54	14	7
OHIO.....	3	29	52	11	5
OKLAHOMA.....	1	34	46	14	6
OREGON.....	1	25	48	17	8
PENNSYLVANIA.....	2	29	48	12	8
RHODE ISLAND.....	1	33	51	11	5
SOUTH CAROLINA.....	6	46	43	3	2
SOUTH DAKOTA.....	1	33	52	9	4
TENNESSEE.....	3	25	52	12	8
TEXAS.....	3	33	46	10	7
UTAH.....	2	31	50	11	5
VERMONT.....	1	29	49	16	5
VIRGINIA.....	5	31	54	6	4
WASHINGTON.....	2	19	50	19	9
WEST VIRGINIA.....	2	33	51	10	4
WISCONSIN.....	2	31	50	10	6
WYOMING.....	2	34	48	10	8

Figures may not add up to 100 because of rounding.

Table 2
CLARITY OF SCHOOL GOALS

	Better	No Change	Worse
ALL TEACHERS.....	76½	19½	5½
SOUTH CAROLINA.....	92	6	2
MISSOURI.....	85	12	4
TEXAS.....	84	12	4
ARKANSAS.....	83	14	3
GEORGIA.....	83	11	6
LOUISIANA.....	83	12	4
MISSISSIPPI.....	83	13	4
WEST VIRGINIA.....	82	13	5
WYOMING.....	82	13	6
HAWAII.....	81	16	4
NORTH CAROLINA.....	81	16	3
CONNECTICUT.....	80	15	5
IOWA.....	79	19	2
MAINE.....	79	18	2
MARYLAND.....	79	19	3
UTAH.....	79	19	2
ARIZONA.....	78	19	3
OKLAHOMA.....	78	13	10
VERMONT.....	78	17	4
COLORADO.....	77	18	5
KENTUCKY.....	77	20	3
NEBRASKA.....	77	20	3
VIRGINIA.....	77	16	7
OHIO.....	76	15	10
OREGON.....	76	20	4
CALIFORNIA.....	75	18	7
FLORIDA.....	75	20	6
KANSAS.....	75	21	3
NEW MEXICO.....	75	17	8
SOUTH DAKOTA.....	75	22	3
DELAWARE.....	74	23	4
ILLINOIS.....	74	21	5
MICHIGAN.....	74	21	6
WASHINGTON.....	74	20	6
WISCONSIN.....	74	21	5
IDAHO.....	73	23	5
MINNESOTA.....	73	21	5
NORTH DAKOTA.....	73	24	4
PENNSYLVANIA.....	72	23	5
NEW JERSEY.....	71	24	6
RHODE ISLAND.....	71	24	5
TENNESSEE.....	71	24	5
MONTANA.....	70	22	8
ALABAMA.....	69	24	7
NEW YORK.....	67	28	5
ALASKA.....	66	20	13
NEVADA.....	66	27	7
NEW HAMPSHIRE.....	65	31	4
INDIANA.....	63	33	5
MASSACHUSETTS.....	55	36	9

Figures may not add up to 100 because of rounding.

Table 3
ACADEMIC EXPECTATIONS FOR STUDENTS

	Better	No Change	Worse
ALL TEACHERS.....	74%	16%	10%
SOUTH CAROLINA.....	89	8	4
TEXAS.....	87	6	8
GEORGIA.....	86	8	5
MISSISSIPPI.....	85	8	7
LOUISIANA.....	84	10	6
ARIZONA.....	83	11	7
HAWAII.....	81	13	7
KENTUCKY.....	81	10	8
ARKANSAS.....	80	12	8
MAINE.....	79	18	3
NORTH CAROLINA.....	79	12	9
ALABAMA.....	78	13	9
TENNESSEE.....	77	13	10
OKLAHOMA.....	76	10	14
UTAH.....	76	18	6
MISSOURI.....	75	17	8
NEW MEXICO.....	75	13	12
VIRGINIA.....	75	16	10
WEST VIRGINIA.....	75	14	11
CALIFORNIA.....	74	16	9
NEBRASKA.....	74	19	7
OREGON.....	73	21	6
MICHIGAN.....	72	19	9
SOUTH DAKOTA.....	72	23	5
WISCONSIN.....	72	19	9
IOWA.....	71	20	10
NEW JERSEY.....	71	17	12
OHIO.....	71	12	17
RHODE ISLAND.....	71	17	12
WYOMING.....	71	21	8
ALASKA.....	70	20	11
CONNECTICUT.....	70	19	11
DELAWARE.....	70	15	14
FLORIDA.....	70	13	17
IDAHO.....	70	21	8
KANSAS.....	70	23	8
MARYLAND.....	70	17	13
NEVADA.....	70	16	14
NEW YORK.....	70	21	10
NORTH DAKOTA.....	70	20	9
INDIANA.....	69	18	13
WASHINGTON.....	69	21	10
ILLINOIS.....	68	23	10
MONTANA.....	68	23	9
PENNSYLVANIA.....	67	20	13
VERMONT.....	67	22	11
COLORADO.....	66	21	13
MINNESOTA.....	66	24	10
NEW HAMPSHIRE.....	64	27	9
MASSACHUSETTS.....	58	28	14

Figures may not add up to 100 because of rounding.

Table 4
LEADERSHIP OF PRINCIPAL

	Better	No Change	Worse
ALL TEACHERS.....	56‡	24‡	20‡
SOUTH CAROLINA.....	75	16	9
MISSISSIPPI.....	71	17	12
TEXAS.....	66	16	18
HAWAII.....	65	19	16
VERMONT.....	65	18	17
MAINE.....	64	21	15
OKLAHOMA.....	64	18	18
UTAH.....	64	23	13
WYOMING.....	64	21	14
GEORGIA.....	63	19	19
KENTUCKY.....	62	25	13
LOUISIANA.....	62	22	16
NORTH CAROLINA.....	62	19	18
KANSAS.....	61	24	15
TENNESSEE.....	61	24	15
CALIFORNIA.....	60	21	20
OREGON..	60	22	18
SOUTH DAKOTA.....	60	25	16
ARIZONA.....	59	25	16
ARKANSAS.....	59	20	21
WEST VIRGINIA.....	58	24	18
COLORADO.....	57	25	18
IDAHO.....	57	28	15
NORTH DAKOTA.....	57	23	19
ILLINOIS.....	56	27	17
IOWA.....	56	27	16
MARYLAND.....	56	19	25
MISSOURI.....	56	23	21
NEBRASKA.....	55	27	17
NEW MEXICO.....	55	23	22
WASHINGTON.....	55	24	22
ALASKA.....	54	25	21
CONNECTICUT.....	53	28	19
ALABAMA.....	52	28	20
FLORIDA.....	52	22	25
MONTANA.....	52	25	23
NEW HAMPSHIRE.....	52	28	20
VIRGINIA..	52	23	25
DELAWARE.....	51	27	21
INDIANA.....	51	30	19
NEVADA.....	51	27	22
MICHIGAN.....	50	29	21
MINNESOTA.....	50	27	23
OHIO.....	50	23	26
PENNSYLVANIA.....	50	27	23
RHODE ISLAND.....	50	30	20
WISCONSIN.....	50	28	23
NEW YORK.....	49	34	17
MASSACHUSETTS.....	45	32	23
NEW JERSEY.....	43	31	26

Figures may not add up to 100 because of rounding.

Table 5
STUDENT MATH SKILLS

	Better	No Change	Worse
A.L. TEACHERS.....	66%	23%	11%
SOUTH CAROLINA.....	89	7	5
LOUISIANA.....	77	11	12
GEORGIA.....	76	16	8
TEXAS.....	76	14	11
NEW JERSEY.....	74	16	10
VIRGINIA.....	74	17	9
HAWAII.....	73	18	9
KENTUCKY.....	73	18	10
MISSISSIPPI.....	73	15	12
MARYLAND.....	72	18	10
NORTH CAROLINA.....	71	19	10
OKLAHOMA.....	71	15	15
CALIFORNIA.....	70	18	12
FLORIDA.....	69	15	16
MAINE.....	69	25	6
MICHIGAN.....	69	23	9
NORTH DAKOTA.....	69	23	8
WYOMING.....	67	27	6
ALABAMA.....	66	23	11
ARIZONA.....	66	24	9
OHIO.....	66	18	16
TENNESSEE.....	66	20	13
DELAWARE.....	65	23	11
OREGON.....	65	27	8
ALASKA.....	64	28	9
CONNECTICUT.....	64	24	12
IOWA.....	64	27	9
NEW HAMPSHIRE.....	64	26	10
RHODE ISLAND.....	64	22	14
WEST VIRGINIA.....	64	19	18
ARKANSAS.....	63	27	10
UTAH.....	63	27	10
COLORADO.....	62	26	12
NEW MEXICO.....	62	26	12
KANSAS.....	61	29	10
MONTANA.....	61	29	10
WISCONSIN.....	61	29	10
IDAHO.....	60	31	9
PENNSYLVANIA.....	60	27	13
SOUTH DAKOTA.....	60	33	7
ILLINOIS.....	59	31	10
MISSOURI.....	59	32	9
NEBRASKA.....	58	31	11
INDIANA.....	56	29	15
MASSACHUSETTS.....	56	32	13
NEVADA.....	56	28	16
MINNESOTA.....	55	39	6
NEW YORK.....	55	33	12
VERMONT.....	54	35	11
WASHINGTON.....	53	36	11

Figures may not add up to 100 because of rounding.

Table 6
STUDENT READING SKILLS

	Better	No Change	Worse
ALL TEACHERS.....	64%	23%	13%
SOUTH CAROLINA.....	86	8	5
GEORGIA.....	78	14	8
MISSISSIPPI.....	77	16	7
MARYLAND.....	74	15	11
LOUISIANA.....	73	13	14
NEW JERSEY.....	73	16	11
MICHIGAN.....	71	21	8
MAINE.....	70	24	6
NORTH CAROLINA.....	70	16	14
OKLAHOMA.....	69	13	18
ARIZONA.....	68	21	11
TEXAS.....	68	18	14
VIRGINIA.....	68	18	14
KENTUCKY.....	67	18	16
RHODE ISLAND.....	66	21	13
WYOMING.....	66	28	5
CALIFORNIA.....	65	22	13
NORTH DAKOTA.....	65	26	9
ALABAMA.....	64	21	15
ALASKA.....	64	29	7
FLORIDA.....	64	18	18
OHIO.....	64	19	17
OREGON.....	64	29	8
TENNESSEE.....	63	20	17
UTAH.....	63	29	8
DELAWARE.....	62	27	11
HAWAII.....	62	27	11
SOUTH DAKOTA.....	62	30	9
ARKANSAS.....	61	28	11
IDAHO.....	59	32	8
KANSAS.....	59	29	12
NEW MEXICO.....	59	25	16
WEST VIRGINIA.....	59	22	19
NEW HAMPSHIRE.....	58	31	11
CONNECTICUT.....	57	27	16
ILLINOIS.....	57	31	12
IOWA.....	57	30	13
MONTANA.....	57	31	12
NEBRASKA.....	57	33	10
WISCONSIN.....	57	31	12
COLORADO.....	56	30	14
NEW YORK.....	56	31	13
PENNSYLVANIA.....	56	29	16
MASSACHUSETTS.....	55	25	20
MISSOURI.....	55	32	13
MINNESOTA.....	54	38	9
INDIANA.....	53	33	14
VERMONT.....	53	34	13
NEVADA.....	52	28	20
WASHINGTON.....	49	35	16

Figures may not add up to 100 because of rounding.

Table 7
STUDENT WRITING SKILLS

	Better	No Change	Worse
ALL TEACHERS.....	64%	22%	14%
SOUTH CAROLINA.....	85	11	4
GEORGIA.....	80	14	5
MAINE.....	80	15	5
MARYLAND.....	80	11	10
NORTH CAROLINA.....	76	12	12
NEW JERSEY.....	73	13	13
OKLAHOMA.....	71	15	14
ALASKA.....	70	20	10
MISSISSIPPI.....	70	17	13
WYOMING.....	70	23	7
ARIZONA.....	69	19	12
CONNECTICUT.....	69	17	14
CALIFORNIA.....	68	17	15
NORTH DAKOTA.....	68	22	10
TEXAS.....	68	18	15
VIRGINIA.....	68	17	14
HAWAII.....	66	22	12
IOWA.....	65	24	12
LOUISIANA.....	65	15	20
COLORADO.....	64	22	14
NEW HAMPSHIRE.....	64	26	9
OHIO.....	64	19	16
IDAHO.....	63	27	10
OREGON.....	63	30	8
KENTUCKY.....	62	21	17
NEW MEXICO.....	62	21	17
NEW YORK.....	62	26	12
UTAH.....	61	26	13
DELAWARE.....	60	27	13
MASSACHUSETTS.....	60	23	17
FLORIDA.....	59	22	19
MISSOURI.....	59	28	14
MONTANA.....	59	27	14
WASHINGTON.....	59	25	15
WISCONSIN.....	59	26	15
MICHIGAN.....	58	31	11
NEBRASKA.....	58	32	10
RHODE ISLAND.....	58	26	17
NEVADA.....	56	25	19
ILLINOIS.....	55	30	15
PENNSYLVANIA.....	55	29	16
SOUTH DAKOTA.....	54	35	10
VERMONT.....	54	32	14
INDIANA.....	53	27	20
KANSAS.....	53	34	12
ALABAMA.....	52	26	22
ARKANSAS.....	52	30	18
MINNESOTA.....	51	37	12
WEST VIRGINIA.....	51	26	22
TENNESSEE.....	47	28	25

Figures may not add up to 100 because of rounding.

Table 8
COKE REQUIREMENTS FOR GRADUATION

	Increased	No Change	Decreased
ALL TEACHERS.....	82%	15%	3%
SOUTH CAROLINA.....	96	4	0
OKLAHOMA.....	92	5	3
ARKANSAS.....	91	6	3
GEORGIA.....	91	8	2
INDIANA.....	90	9	1
LOUISIANA.....	90	6	4
NEW MEXICO.....	90	7	4
MISSISSIPPI.....	89	7	3
MISSOURI.....	88	9	2
SOUTH DAKOTA.....	88	10	2
TEXAS.....	88	10	2
KENTUCKY.....	87	10	3
VIRGINIA.....	87	11	2
NORTH CAROLINA.....	86	11	3
ALABAMA.....	85	11	4
FLORIDA.....	85	7	8
IDAHO.....	85	14	1
NEW YORK.....	84	11	4
UTAH.....	84	13	3
IOWA.....	83	15	2
ARIZONA.....	82	16	3
NEVADA.....	82	14	4
TENNESSEE.....	82	14	5
PENNSYLVANIA.....	81	16	3
WISCONSIN.....	81	17	2
KANSAS.....	80	19	1
MAINE.....	80	19	1
MARYLAND.....	80	16	4
CALIFORNIA.....	79	17	4
NEBRASKA.....	79	18	3
NEW JERSEY.....	79	18	3
RHODE ISLAND.....	79	19	2
DELAWARE.....	78	18	4
WEST VIRGINIA.....	78	16	5
OHIO.....	77	16	6
MICHIGAN.....	76	20	4
CONNECTICUT.....	75	21	4
OREGON.....	75	22	2
NORTH DAKOTA.....	74	23	3
WASHINGTON.....	74	20	6
COLORADO.....	73	23	3
WYOMING.....	73	23	4
HAWAII.....	72	24	5
MONTANA.....	70	29	1
ILLINOIS.....	68	28	4
NEW HAMPSHIRE.....	67	30	3
VERMONT.....	67	29	3
ALASKA.....	64	29	7
MASSACHUSETTS.....	59	37	5
MINNESOTA.....	58	40	3

Figures may not add up to 100 because of rounding.

Table 9
SCIENCE AND MATH REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	76%	23%	1%
SOUTH CAROLINA.....	92	8	1
NEW YORK.....	90	10	0
TENNESSEE.....	89	11	1
MISSISSIPPI.....	87	13	0
FLORIDA.....	86	12	1
VIRGINIA.....	86	13	1
ARKANSAS.....	85	14	1
INDIANA.....	85	14	1
NEW MEXICO.....	85	13	2
DELAWARE.....	84	14	2
LOUISIANA.....	82	16	2
NEVADA.....	82	17	1
GEORGIA.....	80	20	0
KANSAS.....	80	19	1
MISSOURI.....	80	19	1
UTAH.....	80	17	3
OKLAHOMA.....	79	19	2
ALABAMA.....	78	20	3
KENTUCKY.....	78	22	0
PENNSYLVANIA.....	78	21	2
SOUTH DAKOTA.....	78	21	0
ARIZONA.....	77	22	2
NORTH CAROLINA.....	77	22	1
CALIFORNIA.....	76	22	3
IOWA.....	76	23	1
MARYLAND.....	76	21	2
VERMONT.....	74	25	1
WEST VIRGINIA.....	74	24	3
TEXAS.....	73	26	1
MAINE.....	72	27	0
NEW JERSEY.....	72	27	1
IDAHO.....	71	28	0
OHIO.....	71	27	1
OREGON.....	71	29	0
WASHINGTON.....	70	29	2
WISCONSIN.....	70	30	0
MICHIGAN.....	69	29	2
ILLINOIS.....	68	29	3
MONTANA.....	66	34	1
RHODE ISLAND.....	66	33	1
NEW HAMPSHIRE.....	65	34	1
NEBRASKA.....	64	35	1
CONNECTICUT.....	63	36	2
COLORADO.....	62	35	3
HAWAII.....	62	36	2
NORTH DAKOTA.....	60	40	0
WYOMING.....	58	39	3
MINNESOTA.....	52	45	3
MASSACHUSETTS.....	50	48	2
ALASKA.....	49	46	5

Figures may not add up to 100 because of rounding.

Table 10
ENGLISH AND LITERATURE REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	53%	45%	2%
CALIFORNIA.....	73	26	1
INDIANA.....	72	25	2
LOUISIANA.....	70	28	2
IDAHO.....	68	32	0
NEVADA.....	67	30	2
FLORIDA.....	65	34	1
MISSOURI.....	64	34	3
WISCONSIN.....	64	34	2
GEORGIA.....	63	35	1
TEXAS.....	60	39	1
KENTUCKY.....	59	41	0
UTAH.....	59	38	3
OHIO.....	58	39	3
NEW MEXICO.....	57	41	2
SOUTH CAROLINA.....	57	43	1
IOWA.....	56	43	1
MISSISSIPPI.....	56	43	1
ARIZONA.....	55	43	2
OREGON.....	52	47	1
ILLINOIS.....	51	46	3
NEBRASKA.....	50	48	2
VIRGINIA.....	49	51	1
ARKANSAS.....	46	52	2
NEW YORK.....	46	51	3
COLORADO.....	45	53	2
KANSAS.....	45	53	2
MICHIGAN.....	45	54	2
NEW JERSEY.....	45	55	1
NORTH CAROLINA.....	45	53	2
PENNSYLVANIA.....	45	53	2
MARYLAND.....	44	56	1
MAINE.....	43	57	0
ALABAMA.....	42	56	2
WYOMING.....	42	56	2
WASHINGTON.....	41	57	2
RHODE ISLAND.....	40	60	0
ALASKA.....	39	50	1
CONNECTICUT.....	39	57	3
WEST VIRGINIA.....	39	59	2
DELAWARE.....	38	60	2
TENNESSEE.....	38	60	2
NORTH DAKOTA.....	37	61	3
OKLAHOMA.....	36	61	3
HAWAII.....	30	67	3
MASSACHUSETTS.....	30	67	3
SOUTH DAKOTA.....	30	69	1
MONTANA.....	28	70	2
NEW HAMPSHIRE.....	27	72	1
VERMONT.....	27	72	1
MINNESOTA.....	26	72	2

Figures may not add up to 100 because of rounding.

Table 11
SOCIAL STUDIES REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	49%	47%	4%
NEW YORK.....	76	22	1
ARKANSAS.....	67	32	1
FLORIDA.....	67	29	4
NEW MEXICO.....	58	39	3
NORTH CAROLINA.....	58	40	2
UTAH.....	58	38	4
NEW JERSEY.....	55	40	4
KENTUCKY.....	54	44	1
MISSOURI.....	54	45	2
CALIFORNIA.....	53	40	7
LOUISIANA.....	53	41	6
MISSISSIPPI.....	53	41	6
OKLAHOMA.....	53	45	2
ALABAMA.....	52	45	3
GEORGIA.....	52	44	4
MAINE.....	52	48	1
RHODE ISLAND.....	52	47	1
SOUTH CAROLINA.....	52	45	3
TENNESSEE.....	50	45	5
VIRGINIA.....	49	49	3
WEST VIRGINIA.....	49	47	5
NEW HAMPSHIRE.....	48	48	5
IOWA.....	47	49	3
MARYLAND.....	47	47	5
VERMONT.....	46	52	1
ARIZONA.....	45	52	3
OHIO.....	45	51	4
CONNECTICUT.....	43	53	4
COLOPADO.....	42	56	2
ILLINOIS.....	42	51	7
MONTANA.....	42	55	2
WISCONSIN.....	42	54	4
KANSAS.....	41	57	3
PENNSYLVANIA.....	41	54	5
WYOMING.....	41	56	3
INDIANA.....	39	59	2
NEBRASKA.....	38	58	4
SOUTH DAKOTA.....	37	60	3
MASSACHUSETTS.....	36	60	4
MICHIGAN.....	35	62	3
NEVADA.....	35	60	6
OREGON.....	35	63	2
IDAHO.....	34	61	5
ALASKA.....	33	61	5
DELAWARE.....	33	60	7
TEXAS.....	33	63	3
WASHINGTON.....	30	67	3
NORTH DAKOTA.....	27	70	3
HAWAII.....	20	76	4
MINNESOTA.....	19	76	5

Figures may not add up to 100 because of rounding.

Table 12
FOREIGN LANGUAGE REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	47%	47%	6%
NEW YORK.....	90	8	2
ARKANSAS.....	80	18	2
TENNESSEE.....	73	24	4
VIRGINIA.....	68	31	1
UTAH.....	67	27	6
GEORGIA.....	64	33	3
SOUTH DAKOTA.....	64	24	12
SOUTH CAROLINA.....	59	37	3
LOUISIANA.....	58	29	13
MISSISSIPPI.....	58	38	3
FLORIDA.....	56	38	7
IOWA.....	56	41	4
ALABAMA.....	52	41	7
NORTH CAROLINA.....	51	44	5
CALIFORNIA.....	48	42	10
KENTUCKY.....	46	51	2
MINNESOTA.....	45	51	4
TEXAS.....	44	51	5
OREGON.....	41	55	4
OKLAHOMA.....	40	51	8
OHIO.....	38	55	7
MONTANA.....	37	56	7
NEBRASKA.....	37	55	8
RHODE ISLAND.....	36	58	6
COLORADO.....	35	55	10
HAWAII.....	34	58	8
MISSOURI.....	34	58	8
WASHINGTON.....	34	61	5
INDIANA.....	33	60	7
MARYLAND.....	33	58	9
MAINE.....	32	66	3
IDAHO.....	31	65	5
WEST VIRGINIA.....	30	62	8
NEW MEXICO.....	29	58	13
ILLINOIS.....	27	64	9
NEW JERSEY.....	27	68	5
ARIZONA.....	26	67	7
MICHIGAN.....	26	68	6
VERMONT.....	26	68	6
KANSAS.....	25	67	8
MASSACHUSETTS.....	25	64	11
CONNECTICUT.....	24	67	10
WISCONSIN.....	24	71	5
NEVADA.....	23	69	8
DELAWARE.....	22	72	6
NEW HAMPSHIRE.....	19	80	1
NORTH DAKOTA.....	16	72	12
WYOMING.....	16	78	6
PENNSYLVANIA.....	14	72	14
ALASKA.....	13	76	11

Figures may not add up to 100 because of rounding.

Table 13
ARTS REQUIREMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	30%	57%	13%
MAINE.....	73	24	3
ARKANSAS.....	69	30	1
MARYLAND.....	58	37	5
NEW YORK.....	55	38	7
VERMONT.....	47	46	7
FLORIDA.....	44	46	9
NORTH CAROLINA.....	44	50	6
RHODE ISLAND.....	44	54	2
NEW HAMPSHIRE.....	40	55	5
UTAH.....	39	46	15
TENNESSEE.....	37	55	7
TEXAS.....	37	53	10
OHIO.....	36	54	10
CALIFORNIA.....	34	41	24
SOUTH DAKOTA.....	32	57	11
WEST VIRGINIA.....	32	58	10
GEORGIA.....	31	58	10
KENTUCKY.....	31	61	7
NEVADA.....	28	51	20
SOUTH CAROLINA.....	27	65	8
VIRGINIA.....	26	59	15
CONNECTICUT.....	23	67	11
MONTANA.....	23	64	13
IDAHO.....	22	70	7
PENNSYLVANIA.....	22	64	14
LOUISIANA.....	20	61	19
MINNESOTA.....	19	73	8
MISSISSIPPI.....	19	64	17
NEBKASKA.....	19	72	9
NEW JERSEY.....	19	65	17
ALABAMA.....	18	67	16
WASHINGTON.....	18	68	15
WISCONSIN.....	17	71	12
ILLINOIS.....	16	64	20
IOWA.....	16	69	16
MASSACHUSETTS.....	16	73	12
ARIZONA.....	15	63	22
INDIANA.....	15	71	13
MISSOURI.....	15	72	12
OREGON.....	15	69	16
ALASKA.....	13	67	20
MICHIGAN.....	13	74	13
COLORADO.....	10	70	20
NEW MEXICO.....	10	65	25
OKLAHOMA.....	10	68	23
WYOMING.....	10	75	16
KANSAS.....	9	76	15
NORTH DAKOTA.....	8	75	17
HAWAII.....	7	85	8
DELAWARE.....	6	80	14

Figures may not add up to 100 because of rounding.

Table 14
PROGRAMS FOR THE DISADVANTAGED

	Better	No Change	Worse
ALL TEACHERS.....	60%	30%	10%
SOUTH CAROLINA.....	76	19	5
SOUTH DAKOTA.....	76	22	2
NEW YORK.....	72	25	3
WEST VIRGINIA.....	72	19	9
KENTUCKY.....	71	21	7
MISSISSIPPI.....	71	24	5
WISCONSIN.....	71	24	4
MAINE.....	69	27	4
FLORIDA.....	65	27	8
NEW JERSEY.....	65	25	10
NORTH DAKOTA.....	65	27	8
OKLAHOMA.....	65	23	12
VIRGINIA.....	65	29	6
IOWA.....	63	31	6
MINNESOTA.....	63	30	7
NEW HAMPSHIRE.....	63	32	5
NEW MEXICO.....	63	27	10
PENNSYLVANIA.....	63	29	9
RHODE ISLAND.....	63	32	4
ARKANSAS.....	62	31	7
HAWAII.....	62	33	5
MARYLAND.....	62	32	6
NORTH CAROLINA.....	62	26	11
OHIO.....	62	32	7
LOUISIANA.....	61	24	15
DELAWARE.....	60	30	10
GEORGIA.....	60	27	12
MASSACHUSETTS.....	60	36	4
ILLINOIS.....	59	35	7
MISSOURI.....	59	33	3
ALABAMA.....	58	33	9
NEBRASKA.....	58	34	8
NEVADA.....	58	30	12
TENNESSEE.....	58	31	11
COLORADO.....	57	29	14
TEXAS.....	57	32	11
WASHINGTON.....	57	30	14
INDIANA.....	56	36	8
ARIZONA.....	55	32	13
CONNECTICUT.....	55	36	9
KANSAS.....	54	33	13
VERMONT.....	54	38	8
WYOMING.....	54	35	11
IDAHO.....	53	40	7
MICHIGAN.....	52	38	9
OREGON.....	52	35	13
MONTANA.....	51	39	10
ALASKA.....	50	38	13
UTAH.....	45	38	17
CALIFORNIA.....	43	34	23

Figures may not add up to 100 because of rounding.

Table 15
PROGRAMS FOR THE GIFTED

	Better	No Change	Worse
ALL TEACHERS.....	58%	31%	11%
ARKANSAS.....	90	7	3
SOUTH CAROLINA.....	79	16	5
INDIANA.....	77	21	3
SOUTH DAKOTA.....	76	17	6
KENTUCKY.....	75	21	4
VIRGINIA.....	74	21	5
HAWAII.....	72	21	6
TENNESSEE.....	68	23	10
WEST VIRGINIA.....	68	24	8
OHIO.....	67	23	9
LOUISIANA.....	66	27	7
MARYLAND.....	66	28	6
MAINE.....	65	33	2
NEW JERSEY.....	63	28	9
MICHIGAN.....	62	30	8
NEW YORK.....	60	31	8
TEXAS.....	60	30	10
FLORIDA.....	59	32	10
IOWA.....	59	31	9
MISSISSIPPI.....	59	34	8
NEBRASKA.....	58	36	7
WYOMING.....	58	25	17
COLORADO.....	57	32	11
MINNESOTA.....	57	32	11
OKLAHOMA.....	57	27	16
ALABAMA.....	56	32	11
CONNECTICUT.....	56	38	7
RHODE ISLAND.....	56	36	8
WASHINGTON.....	56	32	12
WISCONSIN.....	56	35	9
ARIZONA.....	55	35	10
DELAWARE.....	54	37	8
MISSOURI.....	54	37	9
NORTH CAROLINA.....	54	33	13
PENNSYLVANIA.....	54	37	9
ILLINOIS.....	53	37	10
GEORGIA.....	52	36	12
KANSAS.....	52	41	7
NEW HAMPSHIRE.....	51	42	7
UTAH.....	51	33	16
NEW MEXICO.....	50	31	19
NEVADA.....	45	43	11
MASSACHUSETTS.....	44	45	11
MONTANA.....	42	39	18
OREGON.....	42	38	21
ALASKA.....	40	39	21
IDAHO.....	38	51	11
CALIFORNIA.....	36	37	27
NORTH DAKOTA.....	35	47	18
VERMONT.....	31	54	15

Figures may not add up to 100 because of rounding.

Table 16
PRE-KINDERGARTEN PROGRAMS

	Better	No Change	Worse
ALL TEACHERS.....	44%	45%	7%
SOUTH CAROLINA.....	75	21	3
MICHIGAN.....	72	25	3
MISSOURI.....	68	29	3
MISSISSIPPI.....	67	31	1
TEXAS.....	67	27	6
LOUISIANA.....	62	31	8
MINNESOTA.....	60	38	2
DELAWARE.....	58	37	5
ALABAMA.....	56	40	4
MASSACHUSETTS.....	55	43	2
KENTUCKY.....	52	43	5
GEORGIA.....	49	46	5
NEW MEXICO.....	49	44	7
CONNECTICUT.....	48	47	5
MARYLAND.....	48	45	7
SOUTH DAKOTA.....	47	47	6
ILLINOIS.....	45	47	7
VERMONT.....	45	51	4
FLORIDA.....	44	46	10
VIRGINIA.....	44	51	5
MAINE.....	42	54	4
IOWA.....	41	55	3
ARIZONA.....	40	53	7
RHODE ISLAND.....	40	55	5
WISCONSIN.....	40	55	5
WASHINGTON.....	39	56	5
HAWAII.....	37	57	6
NEW JERSEY.....	37	49	14
NORTH CAROLINA.....	37	58	5
WEST VIRGINIA.....	37	53	10
NEBRASKA.....	36	59	6
OKLAHOMA.....	36	53	11
TENNESSEE.....	36	56	7
CALIFORNIA.....	33	48	19
KANSAS.....	33	61	6
ALASKA.....	31	52	17
INDIANA.....	31	63	6
NEW YORK.....	31	66	3
OHIO.....	31	63	6
MONTANA.....	30	63	6
WYOMING.....	30	64	6
ARKANSAS.....	29	67	5
PENNSYLVANIA.....	29	64	7
COLORADO.....	28	61	12
NORTH DAKOTA.....	26	65	9
OREGON.....	25	66	10
NEVADA.....	22	63	15
NEW HAMPSHIRE.....	20	76	4
IDAHO.....	16	74	10
UTAH.....	12	60	27

Figures may not add up to 100 because of rounding.

Table 17
GUIDANCE SERVICES

	Better	No Change	Worse
ALL TEACHERS.....	38%	41%	21%
ARKANSAS.....	69	21	10
SOUTH DAKOTA.....	67	25	9
NORTH CAROLINA.....	64	25	11
TENNESSEE.....	62	26	12
SOUTH CAROLINA.....	59	30	12
VERMONT.....	55	33	12
MAINE.....	54	31	15
DELAWARE.....	49	34	16
KENTUCKY.....	47	37	16
MISSISSIPPI.....	46	40	14
FLORIDA.....	45	35	20
GEORGIA.....	45	44	11
HAWAII.....	45	42	12
NEW JERSEY.....	42	37	21
TEXAS.....	42	43	15
VIRGINIA.....	42	41	17
NEVADA.....	41	36	23
OHIO.....	41	41	18
WEST VIRGINIA.....	41	37	21
NEW HAMPSHIRE.....	40	46	15
NORTH DAKOTA.....	40	35	25
WISCONSIN.....	40	42	17
MARYLAND.....	39	47	14
MISSOURI.....	39	44	17
MONTANA.....	39	41	20
OKLAHOMA.....	39	28	33
NEBRASKA.....	38	47	14
PENNSYLVANIA.....	38	44	18
ARIZONA.....	36	36	27
IOWA.....	36	44	20
NEW MEXICO.....	36	40	24
ALABAMA.....	35	43	22
OREGON.....	35	38	27
KANSAS.....	34	49	16
LOUISIANA.....	34	39	26
MINNESOTA.....	34	49	16
MASSACHUSETTS.....	33	53	14
NEW YORK.....	33	47	19
WYOMING.....	33	43	24
CONNECTICUT.....	32	54	15
IDAHO.....	32	46	22
INDIANA.....	31	49	20
COLORADO.....	30	40	30
ILLINOIS.....	30	44	26
RHODE ISLAND.....	29	48	23
ALASKA.....	27	30	43
WASHINGTON.....	27	44	29
CALIFORNIA.....	24	29	46
MICHIGAN.....	23	52	25
UTAH.....	20	36	44

Figures may not add up to 100 because of rounding.

Table 18
AFTER-SCHOOL PROGRAMS

	Better	No Change	Worse
ALL TEACHERS.....	32%	55%	13%
MICHIGAN.....	45	43	12
NORTH CAROLINA.....	43	47	10
DELAWARE.....	42	49	10
MARYLAND.....	42	48	11
KENTUCKY.....	40	50	10
VIRGINIA.....	40	51	9
ARIZONA.....	38	48	14
HAWAII.....	38	52	10
NEW JERSEY.....	38	45	17
TENNESSEE.....	38	51	11
ALABAMA.....	37	53	10
INDIANA.....	37	55	8
SOUTH CAROLINA.....	37	49	14
FLORIDA.....	36	46	17
LOUISIANA.....	36	48	16
MAINE.....	34	63	3
NEBRASKA.....	34	60	6
NEVADA.....	33	49	17
NEW YORK.....	33	56	10
TEXAS.....	33	57	10
CONNECTICUT.....	32	58	10
GEORGIA.....	32	58	10
MASSACHUSETTS.....	32	56	12
NEW HAMPSHIRE.....	32	59	9
OHIO.....	32	54	14
WYOMING.....	32	56	13
VERMONT.....	31	60	8
WEST VIRGINIA.....	31	55	15
SOUTH DAKOTA.....	30	60	10
MINNESOTA.....	29	62	9
MISSISSIPPI.....	28	62	10
UTAH.....	28	46	26
COLORADO.....	27	59	14
IOWA.....	27	65	9
OKLAHOMA.....	27	54	18
MISSOURI.....	26	65	9
ARKANSAS.....	25	66	9
CALIFORNIA.....	25	49	25
NORTH DAKOTA.....	25	66	9
ILLINOIS.....	24	59	17
MONTANA.....	24	57	20
WISCONSIN.....	24	64	13
WASHINGTON.....	23	62	15
RHODE ISLAND.....	22	63	15
KANSAS.....	21	73	5
NEW MEXICO.....	21	63	16
PENNSYLVANIA.....	21	65	14
IDAHO.....	19	69	12
OREGON.....	19	63	18
ALASKA.....	17	44	39

Figures may not add up to 100 because of rounding.

Table 20
TEXTBOOKS AND INSTRUCTIONAL MATERIALS

	Better	No Change	Worse
ALL TEACHERS.....	61%	29%	10%
GEORGIA.....	72	22	6
NORTH CAROLINA.....	70	20	9
RHODE ISLAND.....	70	18	11
NEW JERSEY.....	68	24	8
SOUTH CAROLINA.....	68	22	9
WEST VIRGINIA.....	67	23	11
TEXAS.....	66	26	8
CONNECTICUT.....	65	29	6
DELAWARE.....	65	24	10
KENTUCKY.....	65	28	7
NEBRASKA.....	65	29	7
NORTH DAKOTA.....	65	24	11
PENNSYLVANIA.....	65	28	7
SOUTH DAKOTA.....	65	30	6
ARIZONA.....	64	26	10
CALIFORNIA.....	64	24	13
MAINE.....	64	32	4
MICHIGAN.....	64	27	9
HAWAII.....	63	32	5
LOUISIANA.....	62	23	16
OHIO.....	62	27	11
FLORIDA.....	61	26	13
IOWA.....	61	32	7
VERMONT.....	61	31	9
INDIANA.....	59	30	11
WASHINGTON.....	59	27	14
ALABAMA.....	58	33	9
MISSOURI.....	58	31	11
MONTANA.....	58	30	12
TENNESSEE.....	58	32	9
MARYLAND.....	57	32	11
MASSACHUSETTS.....	57	36	7
MISSISSIPPI.....	57	30	13
WISCONSIN.....	57	35	9
WYOMING.....	57	30	13
COLORADO.....	56	31	13
ILLINOIS.....	56	36	8
KANSAS.....	56	38	6
OREGON.....	56	35	9
MINNESOTA.....	55	37	8
NEW HAMPSHIRE.....	55	34	12
VIRGINIA.....	55	34	11
OKLAHOMA.....	54	26	19
NEW MEXICO.....	53	32	15
NEVADA.....	52	33	15
NEW YORK.....	52	39	9
ALASKA.....	50	35	15
IDAHO.....	50	30	20
ARKANSAS.....	48	44	8
UTAH.....	31	35	34

Figures may not add up to 100 because of rounding.

Table 21
INSTRUCTION TAILORED TO STUDENT NEEDS

	Better	No Change	Worse
ALL TEACHERS.....	58%	34%	8%
SOUTH CAROLINA.....	78	16	6
MISSISSIPPI.....	75	20	5
GEORGIA.....	73	23	4
SOUTH DAKOTA.....	73	26	2
ARKANSAS.....	71	23	6
NORTH CAROLINA.....	70	25	4
NORTH DAKOTA.....	68	25	7
LOUISIANA.....	67	21	12
MAINE.....	66	32	2
TENNESSEE.....	66	26	8
VIRGINIA.....	66	27	6
ARIZONA.....	65	28	7
HAWAII.....	65	30	5
KENTUCKY.....	63	30	8
OHIO.....	63	30	7
TEXAS.....	63	27	10
WEST VIRGINIA.....	63	30	7
WYOMING.....	63	33	4
NEBRASKA.....	62	34	4
ALABAMA.....	61	32	7
COLORADO.....	61	33	6
MARYLAND.....	61	32	7
OKLAHOMA.....	61	30	10
OREGON.....	61	33	6
NEW HAMPSHIRE.....	60	36	4
NEW MEXICO.....	60	31	10
NEW JERSEY.....	59	31	10
VERMONT.....	59	35	5
DELAWARE.....	58	35	7
IOWA.....	58	35	7
MICHIGAN.....	58	35	7
RHODE ISLAND.....	58	34	8
MISSOURI.....	57	35	7
INDIANA.....	56	36	9
MONTANA.....	56	36	8
NEVADA.....	56	35	9
FLORIDA.....	55	35	10
CONNECTICUT.....	54	40	5
KANSAS.....	54	41	5
MINNESOTA.....	54	43	3
UTAH.....	53	36	11
IDAHO.....	52	41	7
PENNSYLVANIA.....	52	40	8
WASHINGTON.....	51	40	9
WISCONSIN.....	51	39	10
MASSACHUSETTS.....	50	45	6
ILLINOIS.....	49	42	8
NEW YORK.....	49	45	5
ALASKA.....	47	40	14
CALIFORNIA.....	47	36	17

Figures may not add up to 100 because of rounding.

Table 22
ORDERLINESS OF CLASSROOMS

	Better	No Change	Worse
ALL TEACHERS.....	42%	42%	16%
MISSISSIPPI.....	56	28	16
SOUTH CAROLINA.....	56	29	15
NORTH CAROLINA.....	54	28	18
LOUISIANA.....	53	27	20
ARIZONA.....	51	39	11
GEORGIA.....	50	31	19
RHODE ISLAND.....	50	40	10
TEXAS.....	49	36	16
WEST VIRGINIA.....	49	32	19
HAWAII.....	47	40	13
ALABAMA.....	46	31	22
NORTH DAKOTA.....	46	45	9
SCUTH DAKOTA.....	46	46	8
ALASKA.....	45	42	13
DELAWARE.....	44	37	19
KENTUCKY.....	44	34	22
MARYLAND.....	44	40	16
MONTANA.....	44	45	11
OKLAHOMA.....	44	33	22
NEW MEXICO.....	43	38	19
OHIO.....	43	42	15
IOWA.....	42	43	14
MICHIGAN.....	42	40	17
NEVADA.....	42	39	19
NEW JERSEY.....	42	43	15
WASHINGTON.....	42	42	16
WYOMING.....	42	49	9
ARKANSAS.....	41	42	16
MISSOURI.....	41	44	15
CALIFORNIA.....	40	43	17
FLORIDA.....	40	34	27
WISCONSIN.....	40	46	15
COLORADO.....	38	44	18
MAINE.....	38	54	8
NEW YORK.....	38	53	10
OREGON.....	38	51	11
PENNSYLVANIA.....	38	45	17
MINNESOTA.....	37	52	11
IDAHO.....	36	51	13
NEBRASKA.....	36	51	13
UTAH.....	36	48	16
VERMONT.....	36	54	10
VIRGINIA.....	36	40	23
ILLINOIS.....	35	50	14
INDIANA.....	35	46	19
MASSACHUSETTS.....	35	53	12
NEW HAMPSHIRE.....	35	55	10
TENNESSEE.....	35	39	26
CONNECTICUT.....	34	52	15
KANSAS.....	34	54	12

Figures may not add up to 100 because of rounding.

Table 23

FISCAL RESOURCES AVAILABLE TO SCHOOL

	Better	No Change	Worse
ALL TEACHERS.....	34%	28%	38%
GEORGIA.....	64	23	14
SOUTH CAROLINA.....	57	18	25
HAWAII.....	52	31	17
KENTUCKY.....	51	31	18
NORTH CAROLINA.....	51	34	15
CONNECTICUT.....	49	32	19
DELAWARE.....	48	24	28
VIRGINIA.....	48	29	22
RHODE ISLAND.....	46	30	23
MISSISSIPPI.....	44	36	20
FLORIDA.....	43	28	29
MASSACHUSETTS.....	43	22	35
IOWA.....	42	24	34
NEW YORK.....	42	38	20
VERMONT.....	41	40	19
INDIANA.....	40	33	27
ALABAMA.....	38	31	31
MAINE.....	38	43	19
MARYLAND.....	36	34	30
PENNSYLVANIA.....	34	36	30
TENNESSEE.....	34	38	28
LOUISIANA.....	33	18	48
MISSOURI.....	33	37	30
TEXAS.....	33	22	45
NEVADA.....	32	33	34
NEW HAMPSHIRE.....	32	42	26
MICHIGAN.....	31	31	38
NEW JERSEY.....	30	39	31
OKLAHOMA.....	28	11	61
WEST VIRGINIA.....	28	22	50
KANSAS.....	27	34	39
OHIO.....	26	25	49
SOUTH DAKOTA.....	26	33	41
WISCONSIN.....	26	33	40
ARIZONA.....	25	33	42
CALIFORNIA.....	25	18	57
MINNESOTA.....	22	29	49
NEBRASKA.....	22	30	49
NEW MEXICO.....	22	21	57
ARKANSAS.....	21	35	44
ILLINOIS.....	21	26	53
IDAHO.....	20	32	49
COLORADO.....	16	20	64
NORTH DAKOTA.....	16	16	68
WASHINGTON.....	15	27	59
OREGON.....	12	25	63
WYOMING.....	12	12	76
UTAH.....	10	17	73
MONTANA.....	9	16	75
ALASKA.....	8	16	76

Figures may not add up to 100 because of rounding.

Table 24
SERIOUSNESS OF STUDENTS

	Better	No Change	Worse
ALL TEACHERS.....	32%	38%	30%
SOUTH CAROLINA.....	52	30	18
RHODE ISLAND.....	41	36	23
HAWAII.....	40	35	25
NORTH DAKOTA.....	39	42	19
KENTUCKY.....	38	30	32
MISSISSIPPI.....	38	33	29
OKLAHOMA.....	38	29	33
VERMONT.....	38	44	18
DELAWARE.....	37	35	28
TEXAS.....	37	35	27
ALASKA.....	36	44	20
CALIFORNIA.....	36	38	26
MAINE.....	36	45	18
MONTANA.....	36	42	21
WISCONSIN.....	36	35	29
WYOMING.....	36	41	23
MARYLAND.....	35	31	34
ARIZONA.....	34	41	25
IOWA.....	34	39	27
MISSOURI.....	34	38	28
VIRGINIA.....	34	39	27
LOUISIANA.....	33	34	33
GEORGIA.....	32	35	33
MICHIGAN.....	32	40	27
NEW JERSEY.....	32	38	30
NEBRASKA.....	31	48	22
NORTH CAROLINA.....	31	34	36
PENNSYLVANIA.....	31	38	32
SOUTH DAKOTA.....	31	49	20
ARKANSAS.....	30	37	33
INDIANA.....	30	33	37
MINNESOTA.....	30	45	25
NEW MEXICO.....	30	33	37
OREGON.....	30	48	22
WEST VIRGINIA.....	30	32	37
ALABAMA.....	29	30	41
CONNECTICUT.....	29	42	29
NEW HAMPSHIRE.....	29	49	23
OHIO.....	29	37	34
WASHINGTON.....	29	44	26
COLORADO.....	28	40	33
FLORIDA.....	28	32	40
MASSACHUSETTS.....	28	42	30
NEVADA.....	28	40	32
TENNESSEE.....	28	33	38
UTAH.....	28	46	26
NEW YORK.....	27	47	26
IDAHO.....	26	45	29
KANSAS.....	26	46	28
ILLINOIS.....	25	47	28

Figures may not add up to 100 because of rounding.

Table 25
CLASSROOM INTERRUPTIONS

	Better	No Change	Worse
ALL TEACHERS.....	27%	51%	22%
SOUTH CAROLINA.....	68	21	11
TEXAS.....	56	33	12
NORTH CAROLINA.....	40	44	16
MISSISSIPPI.....	39	44	17
GEORGIA.....	35	47	17
VIRGINIA.....	35	41	23
KENTUCKY.....	34	50	16
DELAWARE.....	31	44	26
WYOMING.....	31	56	14
ARIZONA.....	30	50	21
OREGON.....	30	53	17
NEVADA.....	29	48	23
NORTH DAKOTA.....	29	60	11
ALABAMA.....	28	45	27
TENNESSEE.....	28	51	21
WEST VIRGINIA.....	28	45	26
LOUISIANA.....	27	48	26
CALIFORNIA.....	26	48	26
NEW MEXICO.....	26	49	24
RHODE ISLAND.....	26	51	23
HAWAII.....	25	60	15
ALASKA.....	24	61	14
COLORADO.....	24	52	23
IOWA.....	23	54	23
MAINE.....	23	58	19
MARYLAND.....	23	54	23
NEW JERSEY.....	23	52	26
VERMONT.....	23	60	17
INDIANA.....	22	54	24
MISSOURI.....	22	59	19
NEW YORK.....	21	54	25
UTAH.....	21	58	21
WASHINGTON.....	21	54	25
FLORIDA.....	20	51	29
IDAHO.....	20	58	22
KANSAS.....	20	65	15
NEW HAMPSHIRE.....	20	62	19
WISCONSIN.....	20	61	19
ILLINOIS.....	19	60	21
NEBRASKA.....	19	66	15
OHIO.....	19	54	27
OKLAHOMA.....	19	56	25
ARKANSAS.....	18	61	21
CONNECTICUT.....	18	57	25
MONTANA.....	18	65	17
PENNSYLVANIA.....	18	53	28
SOUTH DAKOTA.....	18	65	17
MICHIGAN.....	17	59	23
MASSACHUSETTS.....	16	63	21
MINNESOTA.....	16	60	24

Figures may not add up to 100 because of rounding.

Table 26
ACHIEVEMENT TESTING OF STUDENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	63%	33%	4%
GEORGIA.....	85	13	2
SOUTH CAROLINA.....	85	14	1
INDIANA.....	82	14	3
MISSISSIPPI.....	78	21	2
ARKANSAS.....	77	21	3
TENNESSEE.....	77	21	2
MISSOURI.....	75	24	1
TEXAS.....	75	24	2
ALABAMA.....	74	24	2
ARIZONA.....	71	26	3
MARYLAND.....	71	28	1
KENTUCKY.....	70	25	5
OKLAHOMA.....	69	27	4
CONNECTICUT.....	68	28	4
NEW JERSEY.....	68	30	2
OHIO.....	67	30	3
NORTH CAROLINA.....	66	23	11
VIRGINIA.....	63	34	3
FLORIDA.....	62	35	4
LOUISIANA.....	62	23	15
NEW HAMPSHIRE.....	62	34	4
MASSACHUSETTS.....	61	37	2
NEW MEXICO.....	60	35	5
CALIFORNIA.....	59	34	7
COLORADO.....	59	36	5
MICHIGAN.....	59	38	4
RHODE ISLAND.....	59	37	5
ILLINOIS.....	58	39	3
KANSAS.....	58	40	2
MAINE.....	58	40	2
HAWAII.....	57	40	3
DELAWARE.....	54	44	3
NEW YORK.....	54	43	3
PENNSYLVANIA.....	53	46	2
SOUTH DAKOTA.....	52	45	3
IDAHO.....	50	43	7
MINNESOTA.....	50	47	3
WASHINGTON.....	50	44	6
UTAH.....	49	45	6
WEST VIRGINIA.....	49	46	4
WISCONSIN.....	47	46	7
NEVADA.....	46	49	5
OREGON.....	46	50	3
WYOMING.....	44	49	7
ALASKA.....	42	47	11
IOWA.....	38	59	3
MONTANA.....	37	58	5
NEBRASKA.....	37	59	4
NORTH DAKOTA.....	32	63	5
VERMONT.....	24	71	4

Figures may not add up to 100 because of rounding.

Table 27
TESTS FOR GRADUATION OR PROMOTION

	Increased	No Change	Decreased
ALL TEACHERS.....	50%	47%	3%
ARKANSAS.....	90	9	1
SOUTH CAROLINA.....	84	15	1
TEXAS.....	82	18	0
INDIANA.....	81	17	2
MISSISSIPPI.....	80	19	1
GEORGIA.....	79	21	1
NORTH CAROLINA.....	69	29	2
TENNESSEE.....	67	29	4
ALABAMA.....	66	32	2
NEW MEXICO.....	61	34	5
NEW JERSEY.....	59	37	3
MARYLAND.....	58	39	3
MISSOURI.....	54	44	2
LOUISIANA.....	53	42	5
FLORIDA.....	50	47	3
NEW YORK.....	50	47	3
VIRGINIA.....	49	47	5
OHIO.....	48	49	3
ARIZONA.....	47	50	3
HAWAII.....	46	50	4
CALIFORNIA.....	45	50	5
CONNECTICUT.....	42	56	3
ILLINOIS.....	39	55	6
KENTUCKY.....	38	54	7
NEVADA.....	37	60	3
UTAH.....	36	59	6
IDAHO.....	35	61	4
MASSACHUSETTS.....	35	62	3
DELAWARE.....	32	64	3
WISCONSIN.....	32	64	5
MAINE.....	31	66	3
OREGON.....	31	66	3
COLORADO.....	30	64	5
KANSAS.....	29	68	3
MICHIGAN.....	26	69	5
PENNSYLVANIA.....	26	70	5
MINNESOTA.....	25	71	4
OKLAHOMA.....	25	71	4
RHODE ISLAND.....	25	72	3
WEST VIRGINIA.....	24	69	7
WYOMING.....	21	73	6
ALASKA.....	19	76	5
NEW HAMPSHIRE.....	19	78	3
SOUTH DAKOTA.....	19	77	4
NEBRASKA.....	18	78	5
WASHINGTON.....	17	80	3
IOWA.....	15	83	2
MONTANA.....	15	84	1
NORTH DAKOTA.....	12	86	2
VERMONT.....	12	86	3

Figures may not add up to 100 because of rounding.

Table 28
POLITICAL INTERFERENCE IN EDUCATION

	Increased	No Change	Decreased
ALL TEACHERS.....	59%	37%	4%
ARKANSAS.....	90	8	2
TEXAS.....	81	18	1
INDIANA.....	76	21	4
GEORGIA.....	74	23	3
NEW MEXICO.....	74	22	4
ILLINOIS.....	71	25	4
TENNESSEE.....	70	27	3
SOUTH CAROLINA.....	68	28	5
UTAH.....	67	22	11
WEST VIRGINIA.....	65	29	6
MISSISSIPPI.....	64	30	6
LOUISIANA.....	63	29	8
NORTH CAROLINA.....	63	34	3
ARIZONA.....	62	33	5
CALIFORNIA.....	62	33	5
OHIO.....	61	36	3
MISSOURI.....	60	37	4
IOWA.....	59	36	4
MAINE.....	59	40	0
ALABAMA.....	57	39	5
COLORADO.....	57	32	11
FLORIDA.....	57	38	5
MONTANA.....	56	38	6
VIRGINIA.....	56	41	3
WASHINGTON.....	56	36	7
ALASKA.....	55	40	5
CONNECTICUT.....	55	41	3
DELAWARE.....	54	43	2
MARYLAND.....	54	42	4
NEW JERSEY.....	54	44	2
WISCONSIN.....	54	42	4
OKLAHOMA.....	53	45	2
NEBRASKA.....	52	41	7
MINNESOTA.....	51	46	3
OREGON.....	51	48	1
KENTUCKY.....	49	45	6
WYOMING.....	49	47	4
HAWAII.....	47	49	4
IDAHO.....	46	51	4
NEW YORK.....	45	53	2
SOUTH DAKOTA.....	45	53	2
VERMONT.....	45	54	2
NEVADA.....	44	52	4
PENNSYLVANIA.....	42	54	4
NORTH DAKOTA.....	41	56	4
KANSAS.....	40	55	5
MASSACHUSETTS.....	39	60	1
RHODE ISLAND.....	39	55	6
MICHIGAN.....	38	57	4
NEW HAMPSHIRE.....	36	61	3

Figures may not add up to 100 because of rounding.

Table 29
STATE REGULATION OF LOCAL SCHOOL

	Increased	No Change	Decreased
ALL TEACHERS.....	57%	38%	5%
ARKANSAS....	92	5	3
GEORGIA.....	85	14	1
INDIANA.....	82	16	2
TEXAS.....	80	16	4
SOUTH CAROLINA.....	77	18	5
MISSISSIPPI.....	74	22	4
CONNECTICUT.....	72	27	0
NEW MEXICO.....	69	24	7
TENNESSEE.....	68	28	5
NORTH CAROLINA.....	65	33	2
ILLINOIS.....	64	29	7
NEW YORK.....	64	34	2
IOWA.....	61	36	3
MISSOURI.....	61	35	4
KENTUCKY.....	60	35	4
MAINE.....	60	34	6
RHODE ISLAND.....	60	37	3
OHIO.....	59	37	4
CALIFORNIA.....	58	32	10
FLORIDA.....	58	36	5
VIRGINIA.....	54	41	5
WEST VIRGINIA.....	54	36	10
WISCONSIN.....	54	42	4
NEW JERSEY.....	53	45	2
OKLAHOMA.....	53	41	6
UTAH.....	53	34	13
VERMONT.....	51	45	4
ARIZONA.....	49	46	5
DELAWARE.....	49	48	3
WASHINGTON.....	47	47	6
SOUTH DAKOTA.....	46	50	5
MINNESOTA.....	45	48	7
NEBRASKA.....	43	47	10
PENNSYLVANIA.....	42	54	4
IDAHO.....	38	59	3
MASSACHUSETTS.....	38	58	4
NEW HAMPSHIRE.....	38	59	3
ALABAMA.....	37	53	9
COLORADO.....	36	48	16
NEVADA.....	35	60	5
OREGON.....	35	61	4
LOUISIANA.....	33	50	17
MONTANA.....	32	54	14
HAWAII.....	31	61	8
WYOMING.....	29	65	7
KANSAS.....	28	65	7
MARYLAND.....	27	66	7
NORTH DAKOTA.....	26	66	8
ALASKA.....	25	63	12
MICHIGAN.....	24	73	3

Figures may not add up to 100 because of rounding.

Table 30
BURDEN OF BUREAUCRATIC PAPERWORK

	Increased	No Change	Decreased
ALL TEACHERS.....	52%	40%	8%
RHODE ISLAND.....	37	43	19
KENTUCKY.....	43	41	16
ALABAMA.....	51	36	13
LOUISIANA.....	50	36	13
FLORIDA.....	53	35	12
NORTH DAKOTA.....	32	56	12
INDIANA.....	40	48	11
NEW MEXICO.....	56	34	11
NORTH CAROLINA.....	57	31	11
SOUTH DAKOTA.....	39	50	11
COLORADO.....	49	40	10
MONTANA.....	37	54	10
NEVADA.....	48	43	10
PENNSYLVANIA.....	45	45	10
TEXAS.....	61	29	10
CONNECTICUT.....	46	45	9
IOWA.....	45	46	9
KANSAS.....	39	52	9
MARYLAND.....	44	47	9
MASSACHUSETTS.....	41	50	9
OKLAHOMA.....	54	36	9
OREGON.....	47	44	9
WYOMING.....	50	41	9
ARIZONA.....	51	41	8
CALIFORNIA.....	52	40	8
DELAWARE.....	55	37	8
MICHIGAN.....	48	44	8
NEBRASKA.....	40	52	8
NEW YORK.....	47	46	8
VERMONT.....	41	51	8
WISCONSIN.....	42	50	8
GEORGIA.....	69	24	7
HAWAII.....	36	57	7
IDAHO.....	41	52	7
MAINE.....	42	52	7
MINNESOTA.....	51	42	7
NEW JERSEY.....	56	37	7
OHIO.....	57	36	7
SOUTH CAROLINA.....	70	23	7
TENNESSEE.....	61	32	7
UTAH.....	48	45	7
WASHINGTON.....	54	40	7
ALASKA.....	43	51	6
ILLINOIS.....	47	47	6
WEST VIRGINIA.....	64	31	6
MISSISSIPPI.....	67	27	5
MISSOURI.....	61	34	5
ARKANSAS.....	80	16	4
NEW HAMPSHIRE.....	43	53	4
VIRGINIA.....	59	38	3

Figures may not add up to 100 because of rounding.

Table 31
TEACHER SALARIES

	Increased	No Change	Decreased
ALL TEACHERS.....	59%	26%	15%
CONNECTICUT.....	91	7	2
DELAWARE.....	82	9	9
HAWAII.....	82	12	5
SOUTH CAROLINA.....	82	11	7
VIRGINIA.....	82	10	8
NEW YORK.....	80	15	5
NEW HAMPSHIRE.....	79	16	6
RHODE ISLAND.....	79	18	3
MAINE.....	78	19	3
KENTUCKY.....	76	18	6
IOWA.....	73	17	10
NORTH CAROLINA.....	72	19	10
GEORGIA.....	71	22	7
MISSISSIPPI.....	70	22	8
PENNSYLVANIA.....	70	20	10
VERMONT.....	69	24	7
MICHIGAN.....	68	24	8
NEW JERSEY.....	68	21	11
FLORIDA.....	64	20	16
WISCONSIN.....	64	26	11
NEVADA.....	63	23	13
OHIO.....	63	24	13
MISSOURI.....	62	26	12
MARYLAND.....	60	25	15
CALIFORNIA.....	58	22	20
INDIANA.....	58	29	13
ARIZONA.....	56	32	12
MASSACHUSETTS.....	56	31	13
TEXAS.....	54	33	13
TENNESSEE.....	52	34	14
IDAHO.....	49	32	18
ILLINOIS.....	49	35	16
OREGON.....	48	33	19
NEBRASKA.....	46	39	15
COLORADO.....	45	34	21
MINNESOTA.....	45	40	16
KANSAS.....	40	41	19
ALABAMA.....	38	40	22
SOUTH DAKOTA.....	32	39	29
ARKANSAS.....	30	37	33
NEW MEXICO.....	26	33	41
NORTH DAKOTA.....	25	39	36
WASHINGTON.....	25	37	38
MONTANA.....	22	37	41
ALASKA.....	21	31	49
WYOMING.....	20	33	47
OKLAHOMA.....	17	43	40
LOUISIANA.....	12	42	47
UTAH.....	10	34	57
WEST VIRGINIA.....	10	38	53

Figures may not add up to 100 because of rounding.

Table 32

CAREER LADDER ARRANGEMENTS

	Increased	No Change	Decreased
ALL TEACHERS.....	26%	64%	10%
UTAH.....	77	12	11
TENNESSEE.....	74	14	11
TEXAS.....	71	18	11
NORTH CAROLINA.....	66	31	3
ALABAMA.....	64	21	15
MISSOURI.....	39	54	7
SOUTH CAROLINA.....	39	53	7
ARIZONA.....	37	56	7
GEORGIA.....	34	61	5
MAINE.....	29	70	2
VIRGINIA.....	29	61	10
CALIFORNIA.....	25	64	11
FLORIDA.....	25	58	17
HAWAII.....	24	67	9
KENTUCKY.....	24	69	7
CONNECTICUT.....	22	68	10
NEBRASKA.....	20	68	12
IOWA.....	19	73	8
COLORADO.....	18	73	8
DELAWARE.....	17	76	7
NORTH DAKOTA.....	16	71	14
IDAHO.....	15	78	7
MINNESOTA.....	15	76	8
MISSISSIPPI.....	15	76	9
OREGON.....	15	74	11
VERMONT.....	15	80	5
ARKANSAS.....	14	75	11
KANSAS.....	14	77	9
NEVADA.....	14	79	7
OHIO.....	13	80	8
WISCONSIN.....	13	77	10
INDIANA.....	12	80	8
WASHINGTON.....	12	80	8
MARYLAND.....	11	80	9
NEW JERSEY.....	11	73	16
NEW MEXICO.....	11	74	16
LOUISIANA.....	10	76	13
NEW HAMPSHIRE.....	10	83	7
SOUTH DAKOTA.....	10	73	16
ILLINOIS.....	9	77	14
MONTANA.....	9	70	20
MASSACHUSETTS.....	8	84	7
NEW YORK.....	8	85	6
ALASKA.....	7	61	31
PENNSYLVANIA.....	7	83	9
WYOMING.....	7	75	18
MICHIGAN.....	6	87	7
WEST VIRGINIA.....	6	79	15
OKLAHOMA.....	5	72	24
RHODE ISLAND.....	5	85	9

Figures may not add up to 100 because of rounding.

Table 33
JOB SECURITY

	Increased	No Change	Decreased
ALL TEACHERS.....	25%	59%	16%
RHODE ISLAND.....	45	46	9
HAWAII.....	43	55	3
DELAWARE.....	39	51	9
KENTUCKY.....	38	54	8
NEVADA.....	38	55	7
NORTH CAROLINA.....	35	52	12
SOUTH CAROLINA.....	33	56	12
VIRGINIA.....	32	51	16
CONNECTICUT.....	31	58	11
GEORGIA.....	31	57	12
MISSISSIPPI.....	31	53	16
OHIO.....	30	50	20
MICHIGAN.....	29	59	12
MISSOURI.....	29	60	11
PENNSYLVANIA.....	29	58	13
NEW HAMPSHIRE.....	28	64	8
TENNESSEE.....	28	58	14
MARYLAND.....	27	63	10
CALIFORNIA.....	26	62	12
FLORIDA.....	26	61	13
WISCONSIN.....	26	60	14
INDIANA.....	25	60	15
NEW YORK.....	24	69	7
TEXAS.....	24	55	21
ARIZONA.....	23	65	12
MASSACHUSETTS.....	23	63	15
NEW JERSEY.....	23	65	12
VERMONT.....	23	71	6
ALABAMA.....	22	63	15
COLORADO.....	22	58	20
IOWA.....	22	56	22
MINNESOTA.....	22	61	17
NEBRASKA.....	22	58	19
SOUTH DAKOTA.....	22	63	15
MAINE.....	21	73	6
ARKANSAS.....	20	67	13
IDAHO.....	20	63	17
OREGON.....	20	61	20
WEST VIRGINIA.....	18	51	30
KANSAS.....	17	67	16
WASHINGTON.....	17	71	12
ILLINOIS.....	16	60	24
LOUISIANA.....	15	61	24
NORTH DAKOTA.....	15	53	32
UTAH.....	13	56	31
MONTANA.....	12	47	41
OKLAHOMA.....	12	51	37
WYOMING.....	11	49	41
ALASKA.....	10	48	42
NEW MEXICO.....	5	27	68

Figures may not add up to 100 because of rounding.

Table 34
INSERVICE EDUCATION

	Increased	No Change	Decreased
ALL TEACHERS.....	51%	34%	15%
CONNECTICUT.....	75	21	4
MISSISSIPPI.....	72	14	15
ARKANSAS.....	69	18	13
SOUTH DAKOTA.....	68	25	7
GEORGIA.....	67	26	7
DELAWARE.....	66	23	11
NORTH CAROLINA.....	66	27	8
SOUTH CAROLINA.....	64	22	14
WASHINGTON.....	62	28	10
CALIFORNIA.....	60	27	13
COLORADO.....	60	27	13
MISSOURI.....	60	31	9
OKLAHOMA.....	60	25	16
KENTUCKY.....	56	33	11
MAINE.....	56	36	8
MONTANA.....	55	31	14
WYOMING.....	55	30	15
ARIZONA.....	54	33	13
KANSAS.....	54	33	13
MINNESOTA.....	53	34	13
HAWAII.....	52	42	6
NEVADA.....	52	38	10
NORTH DAKOTA.....	52	37	11
IDAHO.....	51	33	15
NEBRASKA.....	51	36	13
ALABAMA.....	50	37	13
FLORIDA.....	50	30	20
ILLINOIS.....	50	37	13
MARYLAND.....	50	39	11
NEW YORK.....	50	37	13
VERMONT.....	49	37	14
VIRGINIA.....	49	34	16
IOWA.....	48	38	14
LOUISIANA.....	47	28	25
OREGON.....	47	35	18
RHODE ISLAND.....	47	37	16
OHIO.....	46	39	15
UTAH.....	46	43	10
MICHIGAN.....	45	40	15
NEW HAMPSHIRE.....	45	38	17
INDIANA.....	43	38	20
PENNSYLVANIA.....	41	37	22
MASSACHUSETTS.....	40	43	17
TEXAS.....	40	40	20
WEST VIRGINIA.....	40	38	22
NEW JERSEY.....	39	37	24
TENNESSEE.....	39	38	22
WISCONSIN.....	39	44	17
ALASKA.....	38	38	24
NEW MEXICO.....	33	36	31

Figures may not add up to 100 because of rounding.

Table 35
TEACHER AWARDS

	Increased	No Change	Decreased
ALL TEACHERS.....	29%	56%	15%
SOUTH CAROLINA.....	58	32	10
CONNECTICUT.....	52	43	6
NEW JERSEY.....	49	39	12
NORTH CAROLINA.....	42	47	11
HAWAII.....	38	56	7
TENNESSEE.....	36	45	19
CALIFORNIA.....	35	47	18
COLORADO.....	35	49	17
VERMONT.....	35	57	8
KENTUCKY.....	34	54	13
LOUISIANA.....	34	45	21
MARYLAND.....	34	52	14
TEXAS.....	34	46	20
ARIZONA.....	33	58	9
MASSACHUSETTS.....	33	56	12
MISSISSIPPI.....	33	47	20
DELAWARE.....	32	55	12
FLORIDA.....	32	53	15
NEBRASKA.....	32	58	10
UTAH.....	32	44	24
VIRGINIA.....	30	56	14
WEST VIRGINIA.....	30	51	19
OHIO.....	28	57	15
WISCONSIN.....	28	58	14
MICHIGAN.....	27	60	13
IOWA.....	26	62	12
NEVADA.....	26	59	15
GEORGIA.....	24	59	17
IDAHO.....	24	64	12
MINNESOTA.....	24	67	9
MISSOURI.....	24	62	14
INDIANA.....	23	63	13
NORTH DAKOTA.....	23	56	21
MAINE.....	22	71	7
WYOMING.....	22	62	16
NEW YORK.....	21	67	12
PENNSYLVANIA.....	21	67	12
RHODE ISLAND.....	21	63	16
KANSAS.....	20	67	13
WASHINGTON.....	20	64	16
MONTANA.....	19	65	16
NEW HAMPSHIRE.....	19	71	11
OKLAHOMA.....	19	55	26
NEW MEXICO.....	18	58	25
ALABAMA.....	17	58	26
ARKANSAS.....	17	67	16
ILLINOIS.....	17	70	14
OREGON.....	16	71	13
ALASKA.....	15	60	24
SOUTH DAKOTA.....	15	67	18

Figures may not add up to 100 because of rounding.

Table 36

MONEY TO SUPPORT INNOVATIVE IDEAS

	Increased	No Change	Decreased
ALL TEACHERS.....	29%	42%	29%
MAINE.....	60	31	9
MASSACHUSETTS.....	57	24	19
SOUTH CAROLINA.....	54	27	19
KENTUCKY.....	48	36	15
IOWA.....	45	35	20
CONNECTICUT.....	43	40	17
INDIANA.....	40	43	17
HAWAII.....	38	48	14
MICHIGAN.....	38	37	24
VERMONT.....	38	47	15
NORTH CAROLINA.....	36	50	13
RHODE ISLAND.....	36	38	27
DELAWARE.....	35	43	22
NEW YORK.....	34	48	17
COLORADO.....	33	34	33
NEVADA.....	33	42	25
WEST VIRGINIA.....	32	32	36
MISSOURI.....	31	46	23
NEW JERSEY.....	31	43	26
VIRGINIA.....	31	46	23
CALIFORNIA.....	30	29	41
FLORIDA.....	30	41	30
MARYLAND.....	29	48	23
PENNSYLVANIA.....	29	45	26
ARIZONA.....	28	47	26
GEORGIA.....	27	52	21
MINNESOTA.....	27	43	30
OREGON.....	27	37	36
ILLINOIS.....	26	43	31
WASHINGTON.....	26	40	34
OHIO.....	25	43	32
MISSISSIPPI.....	24	5	30
NEW HAMPSHIRE.....	24	5	21
KANSAS.....	23	54	23
ALABAMA.....	22	54	24
NEBRASKA.....	22	50	28
TENNESSEE.....	20	52	27
WISCONSIN.....	20	51	29
UTAH.....	19	34	46
ARKANSAS.....	17	50	33
SOUTH DAKOTA.....	16	52	31
IDAHO.....	15	53	32
NEW MEXICO.....	15	35	51
TEXAS.....	15	46	39
WYOMING.....	15	36	49
ALASKA.....	14	31	56
NORTH DAKOTA.....	14	43	43
OKLAHOMA.....	14	36	49
LOUISIANA.....	13	39	49
MONTANA.....	13	38	49

Figures may not add up to 100 because of rounding.

Table 37
SUMMER FELLOWSHIPS

	Increased	No Change	Decreased
ALL TEACHERS.....	25%	59%	16%
CONNECTICUT.....	52	41	6
NORTH CAROLINA.....	49	43	8
KENTUCKY.....	45	49	6
SOUTH CAROLINA.....	44	40	16
GEORGIA.....	40	48	12
FLORIDA.....	38	44	18
MASSACHUSETTS.....	35	54	11
DELAWARE.....	34	56	10
HAWAII.....	32	60	9
TENNESSEE.....	31	56	13
INDIANA.....	30	57	12
NEW YORK.....	30	58	12
MAINE.....	27	67	6
MARYLAND.....	26	56	18
MISSOURI.....	26	62	12
NEVADA.....	26	59	15
NEW HAMPSHIRE.....	25	67	8
VIRGINIA.....	25	59	16
ALABAMA.....	24	61	15
CALIFORNIA.....	24	47	29
MISSISSIPPI.....	24	59	17
COLORADO.....	23	57	20
OHIO.....	23	65	12
WEST VIRGINIA.....	23	56	21
LOUISIANA.....	22	55	23
MONTANA.....	22	58	21
NEBRASKA.....	22	68	10
IOWA.....	21	63	16
WISCONSIN.....	21	66	14
ALASKA.....	20	52	29
ARKANSAS.....	20	63	16
IDAHO.....	20	69	11
NEW JERSEY.....	20	60	20
RHODE ISLAND.....	20	66	14
VERMONT.....	20	68	12
TEXAS.....	19	67	14
MINNESOTA.....	18	69	13
WASHINGTON.....	18	67	15
ILLINOIS.....	17	63	20
PENNSYLVANIA.....	17	65	18
SOUTH DAKOTA.....	17	70	14
MICHIGAN.....	16	72	12
UTAH.....	15	58	27
WYOMING.....	15	61	24
ARIZONA.....	14	72	14
OREGON.....	14	75	11
NORTH DAKOTA.....	13	62	24
KANSAS.....	12	76	12
NEW MEXICO.....	12	59	29
OKLAHOMA.....	7	67	26

Figures may not add up to 100 because of rounding.

Table 38
TEACHER TRAVEL FUND

	Increased	No Change	Decreased
ALL TEACHERS.....	13%	53%	34%
NORTH CAROLINA.....	25	51	24
SOUTH CAROLINA.....	25	47	28
CONNECTICUT.....	24	56	21
GEORGIA.....	23	61	16
KENTUCKY.....	22	59	19
SOUTH DAKOTA.....	20	59	21
IOWA.....	19	56	24
VERMONT.....	17	64	19
VIRGINIA.....	17	53	30
HAWAII.....	16	68	17
MAINE.....	16	69	15
NEW YORK.....	16	59	25
OHIO.....	16	54	30
OREGON.....	16	41	43
MICHIGAN.....	15	55	30
MONTANA.....	15	33	52
PENNSYLVANIA.....	15	56	29
WASHINGTON.....	15	54	31
COLORADO.....	14	48	38
IDAHO.....	14	54	32
WYOMING.....	14	29	58
CALIFORNIA.....	13	38	49
DELAWARE.....	13	58	29
FLORIDA.....	13	45	42
MINNESOTA.....	13	58	28
NEVADA.....	13	56	31
ALABAMA.....	12	54	34
MASSACHUSETTS.....	12	55	33
MISSISSIPPI.....	12	58	30
MISSOURI.....	12	61	27
NEBRASKA.....	12	56	32
ARIZONA.....	11	58	31
INDIANA.....	11	62	26
KANSAS.....	11	64	24
MARYLAND.....	11	67	22
WISCONSIN.....	11	61	28
ILLINOIS.....	9	57	33
ARKANSAS.....	8	60	32
NEW MEXICO.....	8	31	61
NORTH DAKOTA.....	8	50	42
TEXAS.....	8	49	44
NEW HAMPSHIRE.....	7	63	30
NEW JERSEY.....	7	58	35
OKLAHOMA.....	7	53	40
WEST VIRGINIA.....	7	50	44
ALASKA.....	6	29	66
LOUISIANA.....	6	41	53
RHODE ISLAND.....	6	66	28
UTAH.....	5	45	49
TENNESSEE.....	3	65	31

Figures may not add up to 100 because of rounding.

Table 39

TEACHER INVOLVEMENT IN SETTING SCHOOL GOALS

	Increased	No Change	Decreased
ALL TEACHERS.....	58%	31%	11%
MAINE.....	71	24	4
WASHINGTON.....	70	21	9
WYOMING.....	69	20	11
MISSISSIPPI.....	67	27	6
IOWA.....	66	28	6
SOUTH CAROLINA.....	66	28	6
VERMONT.....	66	25	9
WEST VIRGINIA.....	66	23	10
HAWAII.....	65	26	9
CALIFORNIA.....	64	24	12
ILLINOIS.....	63	30	7
OKLAHOMA.....	63	22	16
MINNESOTA.....	62	30	9
NORTH CAROLINA.....	62	32	6
RHODE ISLAND.....	62	30	7
KENTUCKY.....	61	32	7
MONTANA.....	61	28	11
NEBRASKA.....	61	32	7
KANSAS.....	60	33	7
MISSOURI.....	60	30	10
NEW MEXICO.....	60	26	14
OHIO.....	60	31	9
LOUISIANA.....	59	31	10
NORTH DAKOTA.....	59	31	10
UTAH.....	59	31	9
CONNECTICUT.....	58	32	10
IDAHO.....	58	33	10
MICHIGAN.....	58	30	12
OREGON.....	58	33	9
SOUTH DAKOTA.....	58	36	6
VIRGINIA.....	58	27	15
ARIZONA.....	57	32	12
COLORADO.....	57	30	12
DELAWARE.....	57	33	10
MARYLAND.....	57	31	12
PENNSYLVANIA.....	57	32	11
WISCONSIN.....	57	31	11
TEXAS.....	56	31	13
ALABAMA.....	54	37	9
GEORGIA.....	54	34	12
NEW HAMPSHIRE.....	54	38	8
TENNESSEE.....	54	34	12
ARKANSAS.....	53	40	6
NEVADA.....	53	36	11
NEW JERSEY.....	51	33	16
NEW YORK.....	51	37	12
FLORIDA.....	50	33	17
MASSACHUSETTS.....	48	40	13
INDIANA.....	47	42	11
ALASKA.....	46	41	13

Figures may not add up to 100 because of rounding.

Table 40

TEACHER INVOLVEMENT IN SELECTING TEXTBOOKS

	Increased	No Change	Decreased
ALL TEACHERS.....	53%	42%	5%
RHODE ISLAND.....	69	28	3
KENTUCKY.....	67	32	1
SOUTH DAKOTA.....	66	33	1
LOUISIANA.....	65	25	10
WEST VIRGINIA.....	64	34	2
GEORGIA.....	63	32	5
FLORIDA.....	62	32	7
NORTH CAROLINA.....	62	34	3
NEW MEXICO.....	60	37	3
NORTH DAKOTA.....	60	35	5
MAINE.....	59	39	2
MONTANA.....	59	36	4
OKLAHOMA.....	59	33	8
CALIFORNIA.....	58	35	8
HAWAII.....	57	41	2
NEW JERSEY.....	57	36	6
SOUTH CAROLINA.....	57	39	4
DELAWARE.....	56	39	6
PENNSYLVANIA.....	56	39	5
ILLINOIS.....	55	41	4
NEBRASKA.....	55	44	1
ALABAMA.....	54	39	7
MISSISSIPPI.....	54	40	5
MISSOURI.....	53	42	4
NEW HAMPSHIRE.....	53	43	4
WASHINGTON.....	53	41	6
WYOMING.....	53	44	4
IDAHO.....	52	43	4
ICWA.....	52	47	1
MICHIGAN.....	52	44	4
NEVADA.....	52	40	8
OHIO.....	52	43	5
TENNESSEE.....	52	43	5
VIRGINIA.....	52	43	5
WISCONSIN.....	52	42	6
MINNESOTA.....	51	45	4
OREGON.....	50	45	4
ARIZONA.....	49	48	3
MARYLAND.....	49	42	9
MASSACHUSETTS.....	49	47	4
VERMONT.....	49	50	1
COLORADO.....	48	44	7
CONNECTICUT.....	48	49	4
NEW YORK.....	48	48	4
ALASKA.....	47	47	6
KANSAS.....	47	50	3
ARKANSAS.....	46	52	2
TEXAS.....	41	52	6
UTAH.....	38	51	12
INDIANA.....	36	61	3

Figures may not add up to 100 because of rounding.

Table 41

TEACHER INVOLVEMENT IN SHAPING CURRICULUM

	Increased	No Change	Decreased
ALL TEACHERS.....	51%	39%	10%
RHODE ISLAND.....	72	24	3
MAINE.....	70	26	4
SOUTH DAKOTA.....	63	34	3
MISSISSIPPI.....	60	30	10
VERMONT.....	60	35	5
IOWA.....	59	36	5
NEBRASKA.....	59	35	6
WYOMING.....	59	36	5
CALIFORNIA.....	58	31	11
MONTANA.....	58	33	9
NEW MEXICO.....	58	33	10
OHIO.....	58	36	7
PENNSYLVANIA.....	58	34	8
MINNESOTA.....	57	37	6
KENTUCKY.....	55	37	8
NEW HAMPSHIRE.....	55	40	5
NORTH DAKOTA.....	54	38	8
WEST VIRGINIA.....	54	34	12
WISCONSIN.....	54	39	6
GEORGIA.....	53	36	12
SOUTH CAROLINA.....	53	38	9
UTAH.....	53	34	13
ARIZONA.....	52	40	8
CONNECTICUT.....	52	42	6
HAWAII.....	52	41	7
MASSACHUSETTS.....	52	38	10
MICHIGAN.....	52	42	7
MISSOURI.....	52	36	12
OKLAHOMA.....	50	36	14
WASHINGTON.....	50	41	9
COLORADO.....	49	41	10
IDAHO.....	48	43	9
KANSAS.....	48	44	7
NORTH CAROLINA.....	48	43	9
OREGON.....	48	43	9
DELAWARE.....	47	43	10
ILLINOIS.....	47	41	11
NEVADA.....	47	41	12
NEW JERSEY.....	47	40	13
NEW YORK.....	47	43	10
ALABAMA.....	46	42	12
LOUISIANA.....	46	37	17
MARYLAND.....	46	44	10
TENNESSEE.....	46	43	11
VIRGINIA.....	46	45	9
ALASKA.....	45	43	12
FLORIDA.....	45	40	15
TEXAS.....	43	43	14
INDIANA.....	42	48	10
ARKANSAS.....	41	52	7

Figures may not add up to 100 because of rounding.

Table 42
SCHEDULING FLEXIBILITY

	Better	No Change	Worse
ALL TEACHERS.....	31%	39%	30%
LOUISIANA.....	49	31	20
OKLAHOMA.....	45	28	27
KENTUCKY.....	44	31	26
NORTH CAROLINA.....	44	31	25
MISSISSIPPI.....	42	34	24
ALABAMA.....	41	30	28
HAWAII.....	41	44	15
SOUTH CAROLINA.....	41	35	24
GEORGIA..	39	27	34
NORTH DAKOTA.....	39	46	16
MAINE.....	37	45	17
NEBRASKA.....	37	39	25
SOUTH DAKOTA.....	37	41	21
TENNESSEE.....	37	38	25
UTAH.....	37	43	20
VIRGINIA.....	36	31	33
WYOMING.....	36	40	24
COLORADO.....	35	40	25
NEW MEXICO.....	35	32	33
ARIZONA.....	34	43	23
OHIO.....	34	39	27
WEST VIRGINIA.....	34	28	38
FLORIDA.....	33	34	33
MARYLAND.....	33	38	28
MONTANA.....	33	39	28
KANSAS.....	32	46	22
NEW HAMPSHIRE.....	32	46	22
VERMONT.....	32	44	24
ARKANSAS.....	31	44	25
IOWA.....	31	42	27
ALASKA.....	30	34	36
CALIFORNIA.....	30	41	29
MISSOURI.....	30	43	26
NEVADA.....	30	39	31
WISCONSIN.....	30	44	26
DELAWARE.....	29	42	29
ILLINOIS.....	29	49	22
IDAHO.....	28	45	28
NEW JERSEY.....	28	41	31
PENNSYLVANIA.....	27	47	26
RHODE ISLAND.....	27	45	28
INDIANA.....	26	44	30
MASSACHUSETTS.....	26	51	22
MINNESOTA.....	26	45	29
TEXAS.....	26	28	46
WASHINGTON.....	25	40	36
CONNECTICUT.....	24	48	28
MICHIGAN.....	24	48	28
NEW YORK.....	24	40	36
OREGON.....	24	50	27

Figures may not add up to 100 because of rounding.

Table 43
TEACHERS HAVE OWN CLASSROOM

	Better	No Change	Worse
ALL TEACHERS.....	29%	55%	16%
MISSISSIPPI.....	50	40	9
LOUISIANA.....	49	43	8
ALABAMA.....	45	42	13
KENTUCKY.....	43	46	11
SOUTH CAROLINA.....	43	41	16
GEORGIA.....	41	44	15
OKLAHOMA.....	41	45	14
WEST VIRGINIA.....	41	45	14
NEW MEXICO.....	39	53	9
TENNESSEE.....	37	51	13
DELAWARE.....	36	53	12
NORTH CAROLINA.....	36	46	18
ARKANSAS.....	35	55	10
ALASKA.....	34	53	13
WYOMING.....	34	58	7
FLORIDA.....	33	44	23
MARYLAND.....	32	55	13
NORTH DAKOTA.....	32	62	6
ARIZONA.....	31	60	9
SOUTH DAKOTA.....	31	59	10
TEXAS.....	31	57	12
COLORADO.....	30	56	13
HAWAII.....	29	50	21
INDIANA.....	29	55	16
IDAHO.....	28	57	15
NEVADA.....	27	53	19
RHODE ISLAND.....	27	54	20
CALIFORNIA.....	26	58	16
IOWA.....	26	58	16
OHIO.....	26	57	16
NEW JERSEY.....	25	53	22
NEW YORK.....	25	50	25
UTAH.....	25	63	12
VIRGINIA.....	25	57	19
MISSOURI.....	24	59	16
CONNECTICUT.....	23	60	16
ILLINOIS.....	23	66	12
MASSACHUSETTS.....	23	58	19
PENNSYLVANIA.....	23	57	20
VERMONT.....	23	66	11
MAINE.....	22	67	11
MICHIGAN.....	22	65	14
NEBRASKA.....	22	65	13
WISCONSIN.....	22	59	18
KANSAS.....	21	67	12
MONTANA.....	20	68	11
WASHINGTON.....	20	61	18
MINNESOTA.....	19	65	16
OREGON.....	16	70	13
NEW HAMPSHIRE.....	15	67	18

Figures may not add up to 100 because of rounding.

Table 44
LOUNGE SPACE FOR TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	24%	56%	20%
SOUTH CAROLINA.....	33	49	18
FLORIDA.....	32	45	22
LOUISIANA.....	32	52	15
ARIZONA.....	31	50	19
NEW YORK.....	30	48	22
KENTUCKY.....	28	53	19
MISSISSIPPI.....	28	52	20
NEVADA.....	28	50	22
DELAWARE.....	26	52	22
SOUTH DAKOTA.....	26	56	19
WEST VIRGINIA.....	26	48	26
MONTANA.....	25	58	17
NEW JERSEY.....	25	48	28
TENNESSEE.....	25	58	17
TEXAS.....	25	58	17
NEW MEXICO.....	24	54	22
OHIO.....	24	57	19
VIRGINIA.....	24	56	20
INDIANA.....	23	56	20
IOWA.....	23	58	19
MAINE.....	23	59	18
MARYLAND.....	23	59	18
NORTH DAKOTA.....	23	58	19
OKLAHOMA.....	23	55	21
WASHINGTON.....	23	54	22
ALABAMA.....	22	60	18
GEORGIA.....	22	58	20
ILLINOIS.....	22	57	21
KANSAS.....	22	59	18
MINNESOTA.....	22	61	17
NEBRASKA.....	22	63	15
NORTH CAROLINA.....	22	61	17
ALASKA.....	21	63	16
COLORADO.....	21	63	16
HAWAII.....	21	56	23
IDAHO.....	21	62	17
MASSACHUSETTS.....	21	57	21
MISSOURI.....	21	59	20
WYOMING.....	20	59	20
CONNECTICUT.....	19	55	26
NEW HAMPSHIRE.....	19	61	20
OREGON.....	19	67	14
VERMONT.....	19	56	24
WISCONSIN.....	19	61	20
ARKANSAS.....	18	70	12
CALIFORNIA.....	18	55	27
MICHIGAN.....	18	60	21
UTAH.....	17	70	13
PENNSYLVANIA.....	15	66	18
RHODE ISLAND.....	14	62	24

Figures may not add up to 100 because of rounding.

Table 45
FREEDOM FROM NON-TEACHING DUTIES

	Better	No Change	Worse
ALL TEACHERS.....	21%	48%	31%
NEW MEXICO.....	62	18	19
KENTUCKY.....	61	25	15
TENNESSEE.....	47	24	28
TEXAS.....	45	33	22
FLORIDA.....	34	38	29
ARIZONA.....	28	42	31
WASHINGTON.....	28	50	22
RHODE ISLAND.....	26	55	18
ARKANSAS.....	25	34	42
WEST VIRGINIA.....	25	41	34
ALASKA.....	24	48	28
NEVADA.....	24	49	27
IDAHO.....	22	47	31
INDIANA.....	22	49	29
KANSAS.....	22	57	21
NORTH CAROLINA.....	22	39	39
VERMONT.....	22	52	27
CONNECTICUT.....	20	52	28
MICHIGAN.....	20	64	16
OREGON.....	20	49	31
CALIFORNIA.....	19	50	31
HAWAII.....	19	62	19
MINNESOTA.....	19	56	25
MONTANA.....	19	55	26
NEBRASKA.....	19	50	31
MARYLAND.....	18	49	34
NORTH DAKOTA.....	18	52	30
SOUTH DAKOTA.....	18	51	31
VIRGINIA.....	18	44	38
SOUTH CAROLINA.....	16	41	43
UTAH.....	16	57	27
WYOMING.....	16	49	35
COLORADO.....	15	47	37
ILLINOIS.....	15	54	31
MISSOURI.....	15	51	34
NEW HAMPSHIRE.....	15	52	32
NEW JERSEY.....	15	47	38
NEW YORK.....	15	60	25
OHIO.....	15	49	36
ALABAMA.....	14	49	37
DELAWARE.....	14	46	40
WISCONSIN.....	14	51	35
GEORGIA.....	13	46	41
IOWA.....	13	51	35
MASSACHUSETTS.....	12	58	29
PENNSYLVANIA.....	12	55	33
MAINE.....	10	59	31
MISSISSIPPI.....	9	52	39
LOUISIANA.....	8	52	40
OKLAHOMA.....	4	51	44

Figures may not add up to 100 because of rounding.

Table 46
TYPICAL CLASS SIZE

	Better	No Change	Worse
ALL TEACHERS.....	21½	42½	37½
UTAH.....	7	20	72
ALASKA.....	9	30	60
CALIFORNIA.....	11	34	56
FLORIDA.....	14	36	50
OREGON.....	7	44	49
NEVADA.....	13	39	48
OKLAHOMA.....	15	37	48
MINNESOTA.....	10	43	46
MONTANA.....	9	45	46
ALABAMA.....	18	38	44
IDAHO.....	12	43	44
COLORADO.....	15	42	43
NEW HAMPSHIRE.....	21	37	43
PENNSYLVANIA.....	16	42	42
ARIZONA.....	13	46	41
NORTH DAKOTA.....	19	40	41
WASHINGTON.....	21	39	41
MARYLAND.....	18	42	40
VIRGINIA.....	19	41	40
WISCONSIN.....	17	43	40
ILLINOIS.....	12	49	39
IOWA.....	13	47	39
LOUISIANA.....	14	47	39
WYOMING.....	13	48	39
NEW JERSEY.....	20	42	38
GEORGIA.....	30	34	37
SOUTH CAROLINA.....	27	35	37
NEW MEXICO.....	23	41	36
OHIO.....	19	45	36
SOUTH DAKOTA.....	13	51	36
MISSISSIPPI.....	18	47	35
KANSAS.....	10	56	34
DELAWARE.....	22	45	33
WEST VIRGINIA.....	33	34	33
MISSOURI.....	16	52	32
NEBRASKA.....	20	48	32
TENNESSEE.....	20	47	32
VERMONT.....	13	55	32
INDIANA.....	37	32	31
RHODE ISLAND.....	25	44	31
MICHIGAN.....	18	53	30
CONNECTICUT.....	26	45	29
MAINE.....	24	48	29
HAWAII.....	20	52	28
NEW YORK.....	20	53	27
TEXAS.....	36	38	27
ARKANSAS.....	41	34	25
NORTH CAROLINA.....	40	36	24
MASSACHUSETTS.....	29	49	23
KENTUCKY.....	59	18	22

Figures may not add up to 100 because of rounding.

Table 47

TIME TO MEET WITH OTHER TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	20%	49%	31%
MISSISSIPPI.....	36	35	29
SOUTH CAROLINA.....	30	39	31
LOUISIANA.....	26	38	37
TENNESSEE.....	26	46	28
NORTH DAKOTA.....	25	54	21
VERMONT.....	25	50	25
KENTUCKY.....	24	48	28
WYOMING.....	24	43	33
ALABAMA.....	23	44	33
HAWAII.....	23	57	19
MAINE.....	23	55	22
COLORADO.....	22	46	32
DELAWARE.....	22	48	30
GEORGIA.....	22	46	32
IOWA.....	22	45	33
NEVADA.....	22	53	26
UTAH.....	22	55	23
CALIFORNIA.....	21	48	31
MARYLAND.....	21	52	27
MONTANA.....	21	52	26
NEBRASKA.....	21	52	27
NEW YORK.....	21	53	26
NORTH CAROLINA.....	21	45	35
OREGON.....	21	47	32
RHODE ISLAND.....	21	52	28
FLORIDA.....	20	50	30
MINNESOTA.....	20	50	30
ARIZONA.....	19	45	35
CONNECTICUT.....	19	53	28
IDAHO.....	19	54	27
NEW MEXICO.....	19	41	40
PENNSYLVANIA.....	19	51	30
SOUTH DAKOTA.....	19	48	33
TEXAS.....	19	42	39
MASSACHUSETTS.....	18	54	28
MISSOURI.....	18	51	31
NEW JERSEY.....	18	46	36
OKLAHOMA.....	18	47	35
WISCONSIN.....	18	52	30
ILLINOIS.....	17	52	32
INDIANA.....	17	50	33
WASHINGTON.....	17	56	27
NEW HAMPSHIRE.....	16	49	35
VIRGINIA.....	16	47	37
WEST VIRGINIA.....	16	46	38
ALASKA.....	15	50	35
ARKANSAS.....	14	50	36
KANSAS.....	14	64	21
OHIO.....	14	53	33
MICHIGAN.....	12	58	30

Figures may not add up to 100 because of rounding.

Table 49
DAILY TEACHING LOAD

	Better	No Change	Worse
ALL TEACHERS.....	15%	53%	32%
NORTH CAROLINA.....	32	41	27
KENTUCKY.....	28	52	20
SOUTH CAROLINA.....	28	43	29
WEST VIRGINIA.....	25	44	31
GEORGIA.....	24	43	33
MISSISSIPPI.....	24	48	28
NEW MEXICO.....	24	35	41
TEXAS.....	24	47	29
ALABAMA.....	23	43	34
FLORIDA.....	20	42	38
RHODE ISLAND.....	20	60	20
HAWAII.....	19	61	20
VIRGINIA.....	18	48	34
INDIANA.....	17	52	31
LOUISIANA.....	17	49	33
TENNESSEE.....	17	53	29
ARKANSAS.....	16	43	41
DELAWARE.....	16	49	34
NEVADA.....	16	54	30
WASHINGTON.....	16	48	36
ARIZONA.....	15	51	34
NEBRASKA.....	15	56	30
IDAHO.....	14	49	37
MICHIGAN.....	14	60	26
MONTANA.....	14	54	32
VERMONT.....	14	62	24
COLORADO.....	13	55	32
MARYLAND.....	13	56	31
MISSOURI.....	13	55	32
MASSACHUSETTS.....	12	66	21
OHIO.....	12	53	35
OKLAHOMA.....	12	38	51
ALASKA.....	11	40	49
CONNECTICUT.....	11	63	26
KANSAS.....	11	63	25
MAINE.....	11	68	22
NEW JERSEY.....	11	60	29
NEW YORK.....	11	65	24
OREGON.....	11	52	38
SOUTH DAKOTA.....	11	60	29
WISCONSIN.....	11	55	35
IOWA.....	10	50	40
PENNSYLVANIA.....	10	59	31
CALIFORNIA.....	9	51	40
MINNESOTA.....	9	56	35
NEW HAMPSHIRE.....	9	63	28
NORTH DAKOTA.....	9	57	34
ILLINOIS.....	8	63	29
WYOMING.....	8	51	40
UTAH.....	6	34	60

Figures may not add up to 100 because of rounding.

Table 1

STUDY SPACE FOR TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	11½	64½	25½
SOUTH CAROLINA.....	15	60	25
ALABAMA.....	14	63	23
FLORIDA.....	14	54	32
KENTUCKY.....	14	63	23
LOUISIANA.....	14	63	24
NEVADA.....	14	63	22
NORTH CAROLINA.....	14	60	26
ARIZONA.....	13	68	19
GEORGIA.....	13	67	25
MARYLAND.....	13	64	23
MASSACHUSETTS.....	13	64	24
MISSISSIPPI.....	13	61	26
TEXAS.....	13	67	20
DELAWARE.....	12	61	27
WEST VIRGINIA.....	12	58	30
WYOMING.....	12	66	21
INDIANA.....	11	68	22
IOWA.....	11	65	24
MINNESOTA.....	11	65	24
NEW YORK.....	11	64	25
PENNSYLVANIA.....	11	66	23
HAWAII.....	10	63	27
MONTANA.....	10	68	22
NEBRASKA.....	10	69	20
NORTH DAKOTA.....	10	63	27
OHIO.....	10	65	25
OKLAHOMA.....	10	61	29
SOUTH DAKOTA.....	10	65	24
VIRGINIA.....	10	64	26
ALASKA.....	9	71	20
COLORADO.....	9	68	23
IDAHO.....	9	70	21
KANSAS.....	9	70	20
MICHIGAN.....	9	67	24
MISSOURI.....	9	67	25
TENNESSEE.....	9	63	22
UTAH.....	9	72	19
VERMONT.....	9	68	23
WISCONSIN.....	9	63	28
ILLINOIS.....	8	69	24
MAINE.....	8	68	24
OREGON.....	8	73	19
RHODE ISLAND.....	8	58	34
WASHINGTON.....	8	63	29
CALIFORNIA.....	7	60	33
NEW HAMPSHIRE.....	7	66	27
NEW JERSEY.....	7	59	33
NEW MEXICO.....	6	63	30
ARKANSAS.....	6	72	22
CONNECTICUT.....	6	62	31

Figures may not add up to 100 because of rounding.

Table 51
TEACHER MORALE

	Better	No Change	Worse
ALL TEACHERS.....	23%	28%	49%
SOUTH CAROLINA.....	40	17	43
HAWAII.....	38	31	31
VERMONT.....	35	31	34
KENTUCKY.....	32	30	38
ARIZONA.....	31	32	37
DELAWARE.....	31	24	44
NEBRASKA.....	31	32	38
NEVADA.....	31	32	37
RHODE ISLAND.....	31	31	38
MAINE.....	30	42	28
CALIFORNIA.....	28	30	42
CONNECTICUT.....	28	34	38
MISSISSIPPI.....	28	15	57
OREGON.....	28	28	44
IDAHO.....	27	29	44
IOWA.....	27	30	43
NEW HAMPSHIRE.....	27	38	36
NEW YORK.....	27	34	40
MICHIGAN.....	26	35	38
GEORGIA.....	25	25	51
ILLIANA.....	25	32	43
LOUISIANA.....	25	15	60
SOUTH DAKOTA.....	25	39	36
MASSACHUSETTS.....	24	34	42
MISSOURI.....	24	31	45
VIRGINIA.....	24	24	52
ALABAMA.....	23	20	56
MINNESOTA.....	23	39	38
MONTANA.....	23	20	57
OHIO.....	23	29	48
WYOMING.....	23	24	53
COLORADO.....	21	32	47
ILLINOIS.....	21	32	48
MARYLAND.....	21	20	49
WISCONSIN.....	21	33	46
FLORIDA.....	20	31	49
PENNSYLVANIA.....	20	30	50
KANSAS.....	19	39	42
NORTH DAKOTA.....	19	32	49
WASHINGTON.....	19	36	44
NORTH CAROLINA.....	18	20	62
ALASKA.....	17	25	58
NEW JERSEY.....	17	31	52
NEW MEXICO.....	17	21	62
TENNESSEE.....	17	18	65
TEXAS.....	16	16	68
WEST VIRGINIA.....	16	15	69
OKLAHOMA.....	13	24	63
UTAH.....	13	20	68
ARKANSAS.....	11	20	68

Figures may not add up to 100 because of rounding.

Table 52

PARTNERSHIPS WITH BUSINESS AND INDUSTRY

	Better	No Change	Worse
ALL TEACHERS.....	45%	48%	7%
SOUTH CAROLINA.....	80	18	2
FLORIDA.....	68	27	5
HAWAII.....	65	32	3
WEST VIRGINIA.....	65	31	4
TENNESSEE.....	64	28	7
ALABAMA.....	63	31	7
MISSISSIPPI.....	62	30	7
GEORGIA.....	61	34	5
KENTUCKY.....	61	34	5
NORTH CAROLINA.....	59	34	7
LOUISIANA.....	58	29	13
MARYLAND.....	55	40	5
NEVADA.....	52	41	7
DELAWARE.....	51	41	7
NEBRASKA.....	50	45	5
VIRGINIA.....	49	44	7
CONNECTICUT.....	46	48	5
WISCONSIN.....	46	47	6
COLORADO.....	45	47	8
IOWA.....	45	47	8
OHIO.....	45	49	6
CALIFORNIA.....	44	44	11
MISSOURI.....	44	48	8
OREGON.....	43	52	5
RHODE ISLAND.....	43	52	4
TEXAS.....	43	50	7
IDAHO.....	42	53	5
INDIANA.....	41	53	6
NEW MEXICO.....	41	47	12
WASHINGTON.....	41	52	7
ARIZONA.....	39	55	5
ARKANSAS.....	39	57	4
PENNSYLVANIA.....	37	54	9
KANSAS.....	36	59	4
MASSACHUSETTS.....	36	57	7
OKLAHOMA.....	36	50	14
NORTH DAKOTA.....	35	59	6
MINNESOTA.....	34	59	6
UTAH.....	33	58	9
ILLINOIS.....	32	63	5
MICHIGAN.....	31	61	7
NEW YORK.....	31	66	3
WYOMING.....	31	63	7
NEW HAMPSHIRE.....	30	63	6
SOUTH DAKOTA.....	30	65	5
MONTANA.....	28	63	10
NEW JERSEY.....	28	61	11
VERMONT.....	28	67	5
ALASKA.....	26	60	13
MAINE.....	24	73	3

Figures may not add up to 100 because of rounding.

Table 53
PARENTAL INVOLVEMENT

	Better	No Change	Worse
ALL TEACHERS.....	41%	40%	19%
SOUTH CAROLINA.....	65	24	11
IOWA.....	54	34	12
MINNESOTA.....	53	38	9
LOUISIANA.....	52	29	20
VIRGINIA.....	52	35	14
KENTUCKY.....	50	32	18
MAINE.....	50	44	6
NORTH DAKOTA.....	50	35	14
HAWAII.....	49	37	14
NEBRASKA.....	49	41	10
SOUTH DAKOTA.....	49	43	8
WEST VIRGINIA.....	48	33	19
ARKANSAS.....	47	40	12
NEW HAMPSHIRE.....	47	41	12
GEORGIA.....	45	35	19
MISSOURI.....	45	40	15
VERMONT.....	45	48	7
COLORADO.....	44	42	14
DELAWARE.....	44	41	15
IDAHO.....	44	42	15
MASSACHUSETTS.....	44	45	11
MISSISSIPPI.....	44	39	17
MONTANA.....	44	41	15
RHODE ISLAND.....	44	40	16
WYOMING.....	44	43	13
ALASKA.....	43	38	19
KANSAS.....	43	42	15
WISCONSIN.....	43	39	18
NEW MEXICO.....	42	39	19
NORTH CAROLINA.....	42	38	20
OKLAHOMA.....	42	41	16
UTAH.....	42	45	12
ARIZONA.....	41	42	17
FLORIDA.....	41	36	23
MARYLAND.....	41	39	19
TENNESSEE.....	41	37	22
MICHIGAN.....	40	40	20
INDIANA.....	39	39	21
WASHINGTON.....	39	40	21
ALABAMA.....	38	36	26
NEW JERSEY.....	38	39	23
PENNSYLVANIA.....	38	46	15
TEXAS.....	38	36	26
OHIO.....	37	47	16
OREGON.....	37	47	16
ILLINOIS.....	36	45	19
CALIFORNIA.....	35	38	27
NEVADA.....	35	43	22
CONNECTICUT.....	34	48	18
NEW YORK.....	33	51	15

Figures may not add up to 100 because of rounding.

Table 54
PARENTAL SUPPORT FOR TEACHERS

	Better	No Change	Worse
ALL TEACHERS.....	26%	49%	25%
SOUTH CAROLINA.....	44	37	19
DELAWARE.....	41	45	14
MAINE.....	38	51	12
NEW HAMPSHIRE.....	38	45	17
HAWAII.....	37	46	18
LOUISIANA.....	37	31	32
VIRGINIA.....	32	45	23
VERMONT.....	31	57	13
WASHINGTON.....	31	50	20
ARIZONA.....	30	56	14
COLORADO.....	30	48	22
IOWA.....	30	51	19
MISSISSIPPI.....	30	47	24
NEBRASKA.....	30	52	18
WYOMING.....	30	53	17
IDAHO.....	29	50	21
MASSACHUSETTS.....	29	51	20
MISSOURI.....	29	48	23
NORTH CAROLINA.....	28	43	28
NORTH DAKOTA.....	28	53	18
OREGON.....	28	48	24
RHODE ISLAND.....	28	53	19
WISCONSIN.....	28	53	19
CALIFORNIA.....	27	49	24
CONNECTICUT.....	27	53	19
FLORIDA.....	27	44	29
MARYLAND.....	27	51	22
MINNESOTA.....	27	56	17
NEVADA.....	27	47	26
SOUTH DAKOTA.....	27	52	21
ALABAMA.....	26	37	36
GEORGIA.....	26	48	25
MICHIGAN.....	26	53	21
OKLAHOMA.....	26	44	30
KENTUCKY.....	25	48	27
TENNESSEE.....	25	41	34
WEST VIRGINIA.....	25	39	36
ARKANSAS.....	24	40	36
TEXAS.....	24	42	34
ILLINOIS.....	23	50	27
PENNSYLVANIA.....	23	51	26
KANSAS.....	22	56	22
NEW YORK.....	22	59	19
OHIO.....	22	49	28
ALASKA.....	21	44	35
MONTANA.....	21	52	27
NEW JERSEY.....	21	51	29
NEW MEXICO.....	21	49	30
INDIANA.....	20	54	26
UTAH.....	20	49	31

Figures may not add up to 100 because of rounding.

TECHNICAL NOTES

The data in this report were collected by a mailed questionnaire administered by the Wirthlin Group of McLean, Virginia. The survey instrument was mailed to 40,000 teachers in all fifty states on November 20, 1987; a follow-up mailing was sent to the same teachers on December 2. A total of 13,576 teachers returned questionnaires by January 22, 1988, for an overall completion rate of 33.9 percent.

The results of any sample survey are subject to sampling variations. The magnitude of the variations is measurable, and it is affected by a number of factors, including the number of completed questionnaires.

While the maximum sampling error for this survey is less than plus or minus 1 percent—.84 percent, to be exact—the actual error for any given question depends on the number of teachers who answered that question. In general, more than 95 percent of the teachers who returned the questionnaire answered each question.

A stratified random-sample design was used

for this study. Teachers' names were drawn from alphabetized lists of public school teachers in each state. Market Data Retrieval of Shelton, Connecticut maintains the lists, which include the names of about 75 percent of all public school teachers in the United States.

Every *n*th name was drawn from the lists, where "*n*" was determined to achieve a total sample size of 800 teachers for each state. Because the alphabetical order of names was not expected to have any relationship with the substance of their responses, the total sample size is comprised of simple random samples from each state.

Using a fixed sample size from each state does not allow for differences between states in terms of the total population of teachers. A weighting scheme was developed so that the survey response would represent the relative numbers of teachers, both at the elementary and secondary levels, in the fifty states.

The data collected by this survey will be available for public use in 1989.

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